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ABSTRACT

This unit, designed for use with students in grades 6-12, concerns the diverse and unifying forces that characterize life in Brazil's urban centers. Comprised of seven lessons and used with a set of slides, lesson 1, "Geography," distinguishes Brazil from other South American countries through an examination of the country's geographic features. Lesson 2, "Population," presents concepts of demography, population density, population growth, rural-urban population distribution, and migration. Lesson 3, "History," teaches students about important dates and events during the three major periods in Brazilian history: the Colony, the Empire, and the Republic. Lesson 4, "People of Brazil," presents the concepts of ethnic diversity and race mixture as important themes for understanding Brazil. Lesson 5, "Distribution of National Wealth," defines economic terms and presents two activities that illustrate the uneven distribution of the gross national product (GNP) in Brazil and the difference between real and per capita incomes. Lesson 6, "Urban Contrasts," draws on concepts from previous lessons, such as: class distinctions, industrialization, geography and climate, migration, and ethnic and racial diversity to explain different styles of city life. Finally, lesson 7, "Culture," presents studies and discussion questions on Brazilian culture and the forces that create nationalism, such as: family, politics, religion, carnival, soccer, art, music, literature, television and film, the press and radio, and food. A glossary, a bibliography, and two appendices (recipes for Brazilian "Doces" (sweets) and Brazilian literature in translation and other recommended reading) are included. (DB)

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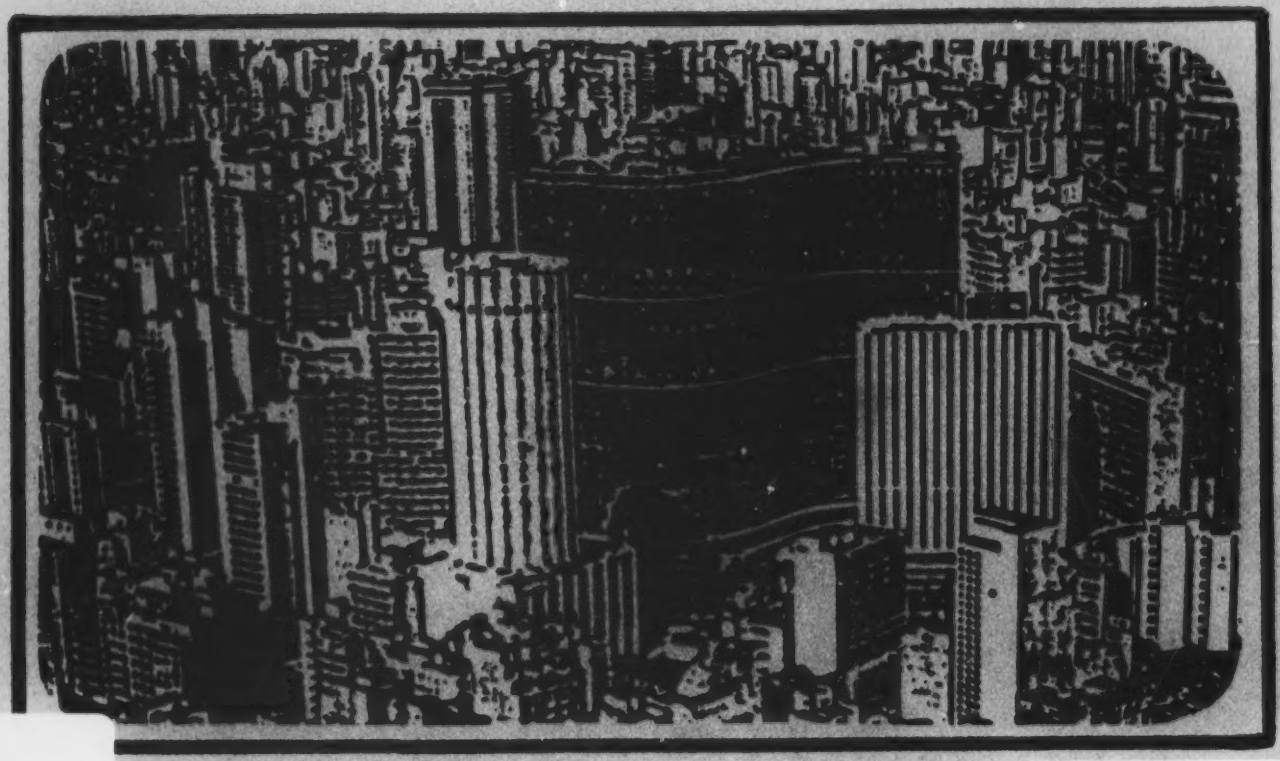
CONTRASTING URBAN LIFESTYLES IN BRAZIL



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CONTRASTING URBAN LIFESTYLES IN BRAZIL

A Precollegiate Curriculum Unit
Grades Six - Twelve

Developed by
The Latin America Project / SPICE
Stanford University
1984

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INTRODUCTION

Brazil is an immense nation, occupying approximately half of the South American continent. Not surprisingly, it is a land of contrasts. Brazil's borders enclose many different physical environments which contribute to the diversity of lifestyles in various regions. Other factors, too, have enhanced diversity in Brazilian society; ethnic origin, socio-economic class, population distribution, patterns of industrialization and economic development, and historical circumstance have all been important.

Despite amazing diversity, however, Brazil has developed a strong sense of unity. The factors contributing to unity are as complex and numerous as those leading to diversity. Many, for example, assume that Brazil is similar to its neighbors in South America because of its geographic proximity to them and the Iberian origin of its dominant culture. The country's history, however, has been significantly different from that of lands settled by the Spanish in the New World. Its early colonizers were Portuguese. Therefore, its principal language and many of its major cultural values reflect the Portuguese heritage. Brazilians are aware of their unique position in Latin America and celebrate that status.

While cultural values and language have acted to separate Brazil from its neighbors, they have also served to tie the country together. In addition, since almost 95% of all Brazilians profess Catholicism, religion also unites the country. Moreover, the fusion of races and cultures - of African, European, and American Indian - early on in Brazil's history was a key advantage in establishing a strong national identity. That fusion created a syncretic culture which has become increasingly complex as it has incorporated peoples from Asia and non-Iberian Europe over the last century.

Contrasting Urban Lifestyles focuses on diversity and unity within the urban context. That emphasis is appropriate. Between 1970 and 1980, Brazil's seven largest cities more than doubled in population. Today, over 70% of all Brazilians live in urban centers of 200,000 or more. The large size of urban populations and the heavy concentration of national income and attention on those centers make the study of city life essential. This unit introduces students to the complexity of Brazilian urban phenomena, exploring racial diversity, class inequities, poverty, popular culture, nationalism, modernization, and changing political structure.

While Contrasting Urban Lifestyles examines urban Brazil on its own terms, each lesson asks students to make comparisons with the United States to identify similarities and differences so that they might also learn about their own culture. The unit also presents multiple perspectives, exposing students to various

points of view so that they may appreciate and understand the complexity of systems different than their own. In today's world of instantaneous global communication, of increasing social, economic, and political interdependence, such appreciation and understanding are imperative.

RATIONALE

Contrasting Urban Lifestyles in Brazil provides background and a conceptual framework for studying the diversity of urban life and the unifying currents in Brazilian society. It does not attempt to describe the rural sector of the country, although some information and references that would be useful for a study of Brazilian rural life are included. Many concepts and skills are imbedded in these lessons which will enhance students' understanding of one of the largest and most dynamic societies in the world today. In this rationale, the California State Social Studies Framework (1982) provides the guidelines by which these lessons might be incorporated across the curriculum at grade levels 6-12.

The first five lessons introduce key notions about geography, population density, history, the people of Brazil and the distribution of national wealth. This will prepare students with the knowledge, skills, and attitudes necessary for discussing the slides on urban contrasts and unifying forces in Brazilian culture. Portuguese terms are included to introduce students to a new language and to facilitate cross-cultural understanding within the United States today.

LESSON 1: GEOGRAPHY distinguishes Brazil from other South American countries. Students learn map skills by locating different countries in South America as well as the five regions, 3 major river systems, and the 11 largest cities in Brazil. Visual literacy and aural comprehension skills are practiced as students view slides of a major city in each region and complete a worksheet on regional differences. Students are asked to discuss the ways in which geography, economics, and climate create regional distinctions in Brazil, and to compare these with regions in the U.S.. This lesson could be used separately in an upper elementary or secondary geography class.

LESSON 2: POPULATION presents concepts of demography, population density, population growth, rural-urban population distribution and migration. Students determine which major cities in Brazil doubled in population between 1970 and 1980 and which are among the largest in the world. Students acquire skills by extracting and comparing information from tables. A population chart and population distribution map are accompanied by activities which teach students to read and analyze data from charts and maps. Discussion questions about the influences of population distribution and growth, the causes of rural-urban migration, and the problems of collecting accurate population data teach students critical thinking and analytical skills. This lesson could be used in a geography class or an arithmetic class in the lower grades.

LESSON 3: HISTORY teaches students about important dates and events during the three major periods in Brazilian history: the Colony, the Empire, and the Republic. Students gain skills in locating and analyzing historical information from a chronological list. This lesson also contributes to the development of critical thinking and oral expression, as students are asked to discuss ways in which history helps explain contemporary urban life in Brazil. Students also learn to compare historical experiences by identifying those which the U.S. and Brazil share in common. This lesson could be used in a class on U.S. history, Latin American Studies, or the World's Diverse Peoples in conjunction with the next lesson.

LESSON 4: PEOPLE OF BRAZIL presents the concepts of ethnic diversity and race mixture as important themes for understanding Brazil. Slides of the different groups of people who came to Brazil are presented and students discuss the historical mixture of races that occurred. Identifying and discussing slide content enhances students' visual literacy. Students will refine analytical skills by drawing analogies between the U.S. and Brazil on the topics of: European colonization, the native Indian people, slavery, and immigration. This lesson could be used to teach the World and Its Diverse People and also a U.S. history class, if used in a comparative light.

LESSON 5: DISTRIBUTION OF NATIONAL WEALTH defines economic terms and presents two activities that illustrate the uneven distribution of GNP in Brazil and the difference between real and per capita incomes. Students develop ways to conceive societal phenomena, as well as, interpersonal and social participation skills. This lesson could be used in an economics or world cultures class at upper elementary or secondary levels.

LESSON 6: URBAN CONTRASTS concentrates specifically on urban diversity. It draws on concepts from previous lessons, such as: class distinctions, industrialization, geography and climate, migration, and ethnic and racial diversity to explain different styles of city life. Students analyze and discuss contrasting slides on urban housing, sanitation, nutrition, markets, schools, transportation, and recreation. Skills practiced in this lesson include: visual literacy, listening, oral comprehension, creative/critical thinking and comparing similarites and differences in urban life in the U.S. and Brazil. By studying multiple perspectives of societal phenomena students develop sensitivity to the needs, problems, values, and aspirations of others. This lesson is most effective when presented after the previous lessons, which provide the historical and geographical background necessary for understanding urban contrasts in Brazil. Nevertheless, the slides could be used to illustrate urban diversity in Brazil in a class on World Cultures.

LESSON 7: CULTURE presents slides and discussion questions on Brazilian culture and forces that create nationalism, such as: family, politics, religion, carnival, soccer, art, music and literature, television and film, the press and radio, and food. Students are asked to think about ways in which culture creates Brazilian nationalism and to draw comparisons with the U.S. Learning how other cultures are different from one's own gives students an opportunity to develop interpersonal and social participation skills. This provides them with the ability to empathize with others and understand perspectives and values that may differ from their own. The final activity in this lesson, "Make Your Own Carnival," gives students the opportunity to explore their creative talents and to acquire a feeling for the national festivity of another country.

LESSON ONE: GEOGRAPHY OF BRAZIL

Objectives:

Students will ...

- distinguish Brazil from other South American countries
- learn four major areas that comprise Latin America with emphasis on the countries of South America and their urban centers
- locate 5 regions of Brazil, 3 major river systems and 11 major cities
- view slides of a major city located in each of the regions of Brazil and discuss the economic importance, the climate and the geography of each region

Materials:

Map of Latin America Worksheet (Handout 1A)
Map of Latin America (Handout 1B)
Wall map of the world and Latin America
Map of Brazil Worksheet (Handout 2)
Slides of Brazilian cities (1-5) and slide descriptions
Region Worksheet (Handout 3)

Introduction:

WHAT FORMS STEREOTYPES OF BRAZIL?

To begin the unit, ask the students to spend 5 minutes writing down whatever associations they can make with Brazil. Then draw a list on the blackboard of these images of Brazil. Make another list of the impressions the class thinks that Brazilian students might have of the U.S. This is a good way to discover the class's knowledge and misconceptions about Brazil. Ask students to think about the perceptions others might have of their own country. Save this list to refer to at the end of the unit.

WHY IS IT IMPORTANT TO STUDY URBAN LIFE?

In this unit we will study about urban life in Brazil because an estimated 70% of the country's population lives in big cities of 100,000 people or more. Brazil's cities are cosmopolitan and share many similarities with cities in the United States. There are also many differences in the lifestyles of people living in Brazilian and U.S. urban centers due to the different cultural, political, and socio-economic histories of these two countries, as we will see throughout the unit.

Although Brazil is a large country with five very different geographical regions and a high degree of social stratification, the country also has a strong sense of national identity. The fact that everyone in Brazil speaks Portuguese and that most Brazilians are Catholic help keep the country unified. In lesson 7, we will look at other factors that contribute to national unity in Brazil. First however, it is important to learn about the geography, population, history, and socio-economic structure of Brazil before we can understand what urban life in Brazil is like.

Procedure:

1. Review Vocabulary: AGRESTE, CACAO, FAZENDA, SEMI-NOMADIC, SAVANNA, and PROXIMITY (Definitions are in glossary).

2. Large Group Activity: Do the introduction "Geography of Brazil" with the class using a wall map of the world. Distribute the map of Latin America (Handout 1A and 1B) and have the students complete the exercises in groups. Review the answers and project them on the overhead.

3. Project the map of Brazil. Locate the 5 geographical regions, the 3 river systems, the major cities, the equator, the Tropic of Capricorn and the Atlantic Ocean. Distribute the map of Brazil (Handout 2) and have the students complete the worksheet.

4. Project the city slides of the 5 regions. Discuss the importance of each region using the information provided in the description: "5 Geographical Regions of Brazil." Identify the economic significance, the climate, and the geography of each region. Discuss how the cities seem to differ in the slides. Use Handout 3 to reinforce slide overview.

5. FOR FURTHER DISCUSSION:

   WHY DO YOU THINK THAT SÃO PAULO AND RIO DE JANEIRO, WHICH ARE LOCATED IN THE SOUTHEAST, AND BRASÍLIA, WHICH IS LOCATED IN THE CENTER-WEST, HAVE BEEN THE MOST POWERFUL CITIES IN AFFECTING GOVERNMENT POLICY IN THE 20TH CENTURY? WHY MIGHT THE NORTH BE LESS POWERFUL THAN OTHER REGIONS IN BRAZIL?

   ARE THERE SOME CITIES OR REGIONS IN THE UNITED STATES THAT ARE MORE POWERFUL IN AFFECTING GOVERNMENT POLICY THAN OTHERS?

   STUDENTS SHOULD DISCUSS HOW THE GEOGRAPHY AND CLIMATE HAVE CREATED DIFFERENCES AMONG THE REGIONS IN BRAZIL AND COMPARE THIS TO THE U.S.

This lesson and discussion emphasizes economic, social, and political differences in the five regions of Brazil. Other factors which will be introduced in following lessons are: population density (Lesson 2), history (Lesson 3), people (Lesson 4), distribution of national wealth (Lesson 5), urban contrasts (Lesson 6), and cultural unity (Lesson 7).

GEOGRAPHY OF BRAZIL

- WHAT IS THE LARGEST COUNTRY IN LATIN AMERICA?

Brazil is the largest country in Latin America. It occupies approximately 1/2 of the South American continent and 1/3 of the region of Latin America. Brazil is larger than the continental United States (not including Hawaii and Alaska) by 185,000 square miles.

- CAN YOU NAME AT LEAST TWO OTHER COUNTRIES IN THE WORLD THAT ARE LARGER THAN BRAZIL IN LAND AREA?

Only China, the U.S.S.R. and Canada are larger than Brazil in contiguous land area (land that is touching on all sides).

- IN WHAT WAYS DO YOU THINK BRAZIL MIGHT BE DIFFERENT FROM OTHER COUNTRIES IN SOUTH AMERICA?

Brazil appears to be similar to the other South American countries due to their geographic proximity, their comparable experiences in the conquering of the native population, and the common Latin origin of their dominant cultures. Its history has, nevertheless, been different from those lands in Latin America which Spain colonized and are therefore called Spanish America.

Because the early settlers in Brazil were Portuguese rather than Spanish, the principal language in Brazil is Portuguese. The cultural life also has distinctive qualities. It reflects Portuguese and Indian elements and African traits from the black slaves imported to work on plantations until the late 1800's.

The vast size and political unity of Brazil is another striking contrast between Brazil and the rest of Latin America. While the Spanish empire in America disintegrated into 18 separate nation-states, Portuguese America remained intact as a giant among the independent nations of the world.

MAP OF LATIN AMERICA

1. Fill in the name of each South American country on the map. The names of each country are listed below.

2. Draw a line matching each country with its urban center.

ARGENTINA	ASUNCIÓN
BOLIVIA	BOGOTÁ
BRAZIL	BUENOS AIRES
CHILE	CARACAS
COLOMBIA	GUAYAQUIL
ECUADOR	LA PAZ
PARAGUAY	LIMA
PERU	MONTEVIDEO
URUGUAY	SANTIAGO
VENEZUELA	SÃO PAULO

3. Which two major industrial cities listed above are not national capitals?

_____ _____

4. Aside from South America, which 3 other areas comprise Latin America?

_____ _____ _____

5. Which 2 countries in South America do not share a border with Brazil?

_____ _____

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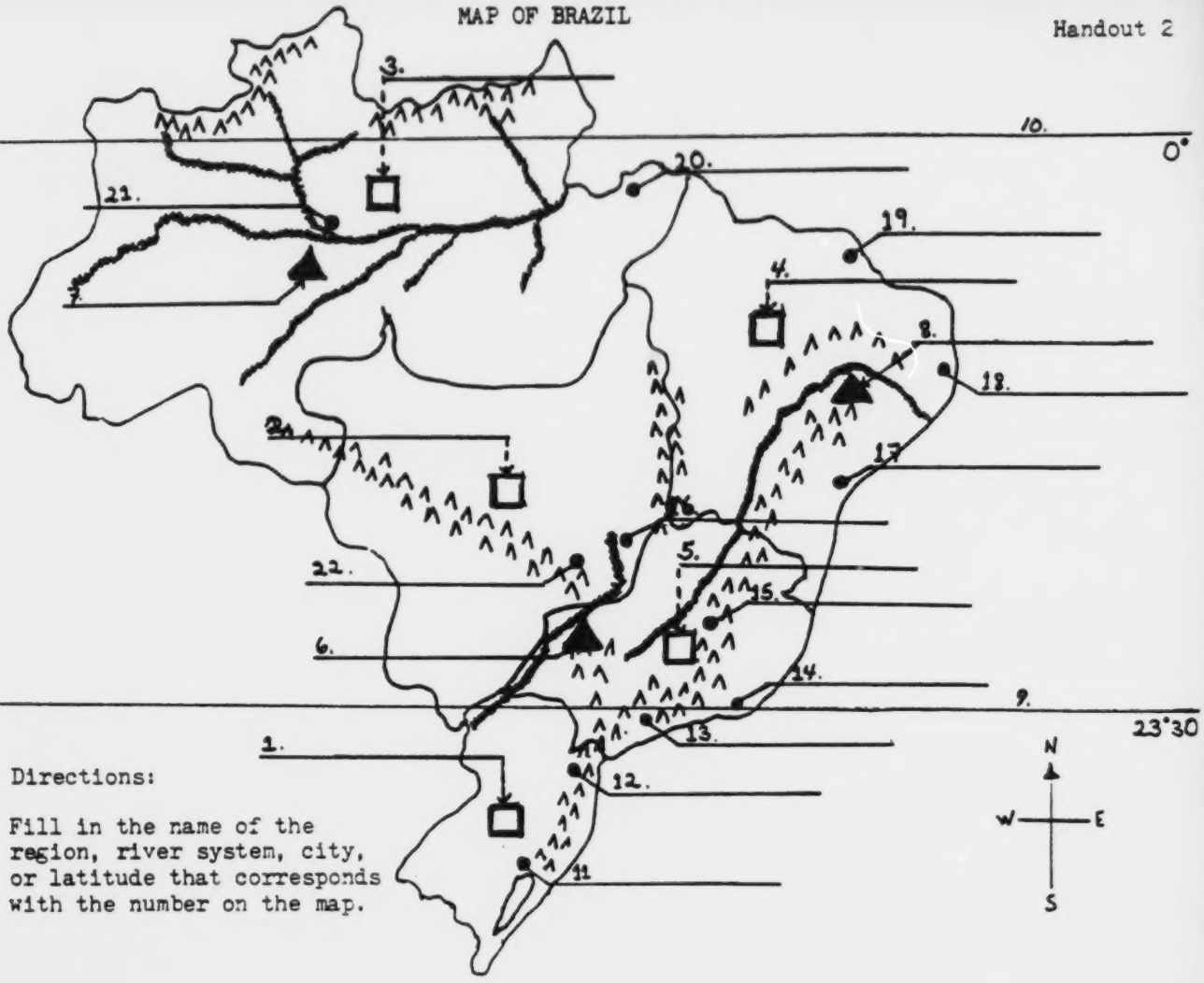
MAP OF BRAZIL

Handout 2



Directions:

Fill in the name of the region, river system, city, or latitude that corresponds with the number on the map.

REGIONS ☐ (1 - 5)

Center-West

South

Southeast

North

Northeast

RIVER SYSTEMS ▲ (6 - 3)

Amazon

São Francisco

Paraná

LATITUDES (9 - 10)

Equator

Tropic of Capricorn

CITIES ● (11 - 22)

São Paulo

Rio de Janeiro

Belo Horizonte

Recife

Pôrto Alegre

Salvador

Brasília

Manaus

Belém

Fortaleza

Curitiba

Goiâna

MAP OF BRAZIL

Fill in the name of the region, river system, city or latitude line that corresponds with the following numbers:

REGIONS (numbers 1 - 5)

1._____ Central-west

2._____ South

3._____ Southeast

4._____ North

5._____ Northeast

RIVER SYSTEMS (numbers 6 - 8)

6._____ Amazon

7._____ São Francisco

8._____ Paraná

LATITUDES (numbers 9-10)

9._____ Equator

10._____ Tropic of Capricorn

CITIES (numbers 11-22)

11._____ São Paulo

12._____ Rio de Janeiro

13._____ Belo Horizonte

14._____ Recife

15._____ Pôrto Alegre

16._____ Salvador

17._____ Brasília

18._____ Manaus

19._____ Belém

20._____ Fortaleza

21._____ Curitiba

22._____ Goiânia

GEOGRAPHIC REGIONS OF BRAZIL

SLIDE TEXT AND QUESTIONS

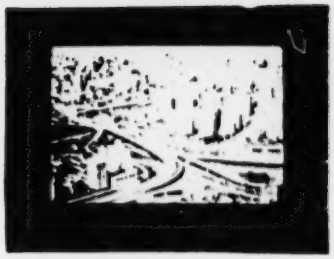
The North (slide 1: MANAUS)

The North is the largest region in Brazil, yet it contains the smallest population. It lies primarily in the lowlands and wholly within the Amazon Basin, near the Equator. The states and territories of the North are mostly oriented toward the Amazon River, along which the city of Manaus is located. The climate is hot with incessant rain. Transportation within the region and to the outside world is mostly by boat and airplane, as roads and railways are scarce. The economy is based on the collection and export of forest products, chiefly: rubber, nuts, oil and lumber. Brazil's forests are probably the richest in the world. The people are predominantly of mixed European and Amerindian heritage. They frequently have no fixed home and move from place to place.

The Northeast (slide 2: SALVADOR)

The Northeast was the first region to be settled by the Portuguese. Today it is one of the most economically depressed regions of Brazil. There are 3 climatic zones in the Northeast. Two-thirds of the region is comprised of a dry interior zone called the sertão. This area has irregular rainfall and suffers from periodic droughts. The next zone in the Northeast is called the agreste. It has more regular rainfall and a higher elevation than the sertão. People in these two interior zones subsist on livestock raising and small-scale agriculture. The third zone is the coastal zone, a low strip of gently rolling land with fertile soils used by large plantations. Winter rains are abundant on the coast. The cultivation of sugar began in this zone and for 3 centuries was the primary industry of the area. Cacao, beans, corn rice and wheat are also grown here. It is in this zone that many large cities, such as Fortaleza, Recife, and Salvador are located. Salvador is the city with the most African influence. More people move away from the Northeast than any other region because periodic drought and general poverty make it difficult for people to make a living there.

The Southeast (slide 3: SÃO PAULO)

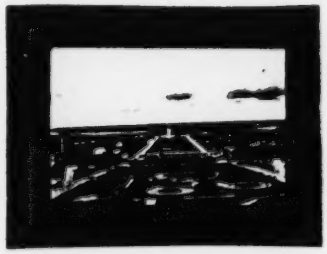


The Southeast is economically, socially, and politically, the most influential region in Brazil. It contains the three largest Brazilian cities: São Paulo, Rio de Janeiro and Belo Horizante. In 1970, it was estimated that the region contributed 85% of the country's industrial production, 70% of industrial workers, 1/2 the voters in national elections and over 80% of federal revenue. In contrast to the tropical humidity of the coast, the upland interior is dry and relatively cool. The state of Minas Gerais makes up over half of the region and is one of the richest mining areas of the world, as well as a center of cattle raising.

The South (slide 4: CURITIBA)

The South is the smallest region in land size. After the Southeast, it is the region most fully integrated into the market economy. It has a predominantly temperate climate and little virgin land. The northern portion of the region has fertile soils that support its coffee fazendas (large estates). The plains in the southern portion have become a cattle area. The middle zone of the region includes the Brazilian Highlands, which contains most of Brazil's coal deposits. The population is fairly evenly distributed and has a high proportion of people of recent European origin. Its major cities are Curitiba and Porto Alegre.

The Center-West (slide 5: BRASÍLIA)



The entire Center-West is located in the Central Highlands, except for the swampy lowlands in the western portion of the region. Its northern area lies in the Amazon Basin, but the transitional slope from highland to lowland is gradual. The land is covered less by rainforest than by savanna and by a combination of trees and shrubs. The southern portion of the region is a rolling prairie with rivers draining southward. The soils in the central portion are not as rich as in the rest of the region, but the zone is important for cattle raising. The country's capital, Brasília, is located in this region. The government moved the capital from Rio de Janeiro to Brasília in 1960, in order to decentralize the coastal population and expand the interior zones. The architect Oscar Niemeyer, who designed Brasília, made the city famous for its modern style, which helped make the Center-West a fast growing area.

FOR FURTHER DISCUSSION:

WHY DO YOU THINK THAT SÃO PAULO, RIO DE JANEIRO, AND BRASÍLIA HAVE BEEN THE MOST POWERFUL CITIES IN AFFECTING GOVERNMENT POLICY IN THE 20TH CENTURY?

ARE THERE SOME CITIES OR REGIONS IN THE UNITED STATES THAT ARE MORE POWERFUL THAN OTHERS IN AFFECTING GOVERNMENT POLICY? (think about lobbies, legislative structure, and financial power)

STUDENTS SHOULD DISCUSS HOW THE GEOGRAPHY AND CLIMATE HAVE CREATED DIFFERENCES AMONG THE REGIONS IN BRAZIL. IN WHAT WAYS DO GEOGRAPHY AND CLIMATE CREATE DIFFERENCES BETWEEN REGIONS IN THE U.S.?

REGION WORKSHEET

FILL IN THE BLANKS WITH THE NAME OF THE APPPOPRIATE REGION:

NORTH NORTHEAST SOUTHEAST SOUTH CENTER-WEST

1. The _____ is the economic, social, and political heartland of Brazil.

2. The _____ lies completely within the Amazon basin near the Equator and its economy is chiefly oriented towards the exportation of forest products: lumber, oil, rubber, and nuts.

3. The region with the highest proportion of recent European immigrants, especially Italians, Portuguese, and Germans is _____.

4. Brasília, the capital of Brazil is located in the _____ and is famous for its modern architecture.

5. One of the poorest regions of Brazil and thus the region with the largest out-migration is the _____.

6. The three largest cities of Brazil: São Paulo, Rio de Janeiro, and Belo Horizante are located in the _____.

7. The region that has the most African influence is the _____, because for three centuries African slaves were brought there to work on the large sugar plantations.

8. The people in the _____ are mostly of mixed European and American Indian background and live a semi-nomadic way of life.

9. Most of the large coffee plantations as well as many cattle ranches in Brazil are located in the _____.

LESSON 2: POPULATION OF BRAZIL

Objectives:

Students will ...

- learn that many major cities in Brazil have doubled in population between 1970 and 1980 and are among the largest in the world
- read graphs and charts
- study concepts of demography, population density, percentages of national population and national territory, population growth, and rural-urban population distribution
- determine the urban and rural population of each region and the population of the major cities
- discuss factors that lead to changes in the rural-urban distribution of the population

Materials:

Population Chart (Handout 4A)
Student Worksheet on Population (Handout 4B)
Largest Cities Worksheet (Handout 5)
Population Distribution of Brazil (Handout 6)
Textbooks, Atlases, and World Almanacs

Introduction:

In Lesson 1 students learned about geographical differences between the 5 regions of Brazil. Review the regions and geography before beginning this lesson on population density and urban centers of each region.

IN LESSON 1, WHAT DID YOU LEARN ABOUT BRAZIL'S POPULATION DISTRIBUTION, OR IN OTHER WORDS, ABOUT THE NUMBER OF PEOPLE LIVING IN THE DIFFERENT CITIES OF BRAZIL?

Almost 70% of Brazilians today live in cities of 100,000 or more. Most Brazilian cities are situated along the Atlantic coast, so that the coastal area is generally more densely populated than the interior of Brazil. The largest cities in Brazil are São Paulo and Rio de Janeiro, but according to 1983 data, 9 other cities have at least 1 million people (including their metropolitan areas). Because the majority of the population lives in cities, it is important to study urban life in Brazil.

Procedure:

1. Review Vocabulary: DEMOGRAPHY, METROPOLIS, POPULATION DENSITY, POPULATION GROWTH RATE, and MIGRATION (Definitions are in the glossary).

2. Small Group Activity: Distribute the population chart (Handout 4A). Explain the meaning of demography, as well as the meaning of the heading of each column (see glossary at end of unit): percentage of national territory, percentage of national population, population density, population of major cities, rural and urban population, total population of region. Ask students to fill in the spaces provided for total population in 1970 by adding the rural and urban population of each region.

3. Distribute the population worksheet (Handout 4B). This can be assigned as homework or else it can be completed in small groups before reviewing the answers with the class.

4. Distribute the list of largest cities in Brazil and the world and in small groups have students answer the questions.

5. Pass out the population distribution map of Brazil (Handout 5). Discuss the factors that cause people to live in certain areas and the factors that lead to migration.

6. FOR FURTHER DISCUSSION:

   AN INCREASING POPULATION GROWTH RATE DOES NOT NECESSARILY MEAN THAT INDIVIDUAL PEOPLE ARE HAVING MORE BABIES. CAN YOU THINK OF OTHER FACTORS THAT CAUSE THE POPULATION TO GROW? DISCUSS DECLINES IN INFANT MORTALITY, INCREASES IN LIFE EXPECTANCY, AND THE FACT THAT A GREATER NUMBER OF PEOPLE ARE HAVING BABIES AS THE POPULATION CONTINUES TO GROW.

   WHY MIGHT IT BE DIFFICULT TO TAKE AN ACCURATE CENSUS OF BRAZIL?

   WHY IS IT POSSIBLE TO TAKE A MORE ACCURATE CENSUS OF THE U.S.?

   WHAT ARE SOME OF THE PROBLEMS IN DETERMINING THE LARGEST CITIES IN THE WORLD? YOU MIGHT HAVE STUDENTS LOOK UP THE LARGEST CITIES IN THE WORLD IN DIFFERENT ALMANACS AND COMPARE THE RESULTS.

Handout 4A	% of national territory	% of national population	population density inhab./km^2 (1979)	rural vs. urban population (1970)	total population ** 1970	1980
BRAZIL	100%	100%	14.3 (37/mile^2)	* rural 52,000,000 urban 41,000,000	———	123,000,000
NORTH MANAUS BELÉM	42%	4%	1.3	rural 2,000,000 urban 1,600,00	———	4,900,000
NORTHEAST RECIFE FORTALEZA SALVADOR	18%	30%	22.9	rural 16,300,000 urban 11,800,000	———	36,300,000
SOUTHEAST BELO HORIZANTE SÃO PAULO RIO DE JANEIRO	11%	42%	54.5	rural 11,000,000 urban 28,900,000	———	51,600,000
SOUTH CURITIBA PÔRTO ALEGRE	22%	18%	38.9	rural 9,200,000 urban 7,300,000	———	22,500,000
CENTER-WEST BRASÍLIA GOIÂNA	7%	6%	4.0	rural 2,600,000 urban 2,400,000	———	7,800,000

source: Anuario Estatistico do Brasil, Fundacoao Instituto Brasileiro de Geografia e Estatistica, Rio de Janeiro.

*1980 Brazil
rural: 44,900,000
urban: 78,200,000

**Compute total population of each region in 1970 by adding rural and urban population.

Student Worksheet on Population

1. Which region covers the largest area of Brazil? Which region covers the smallest area?

2. In which region does the greatest percentage of the population live? In which region does the smallest percentage of the population live?

3. Which regions have a greater percentage of territory than percentage of population? Which regions have a greater percentage of population than percentage of territory? How does this correspond to the population density of the regions?

4. Which region has the largest urban population? the largest rural population? Which region has the smallest urban population? the smallest rural population?

5. In which regions do more people live in the country than in the city? In which regions do more people live in the city than in the country? (Why do you think some regions have greater urban populations, while others have greater rural populations?)

6. Which region has the greatest difference between urban and rural population? Compute the difference. Which region has the smallest difference between urban and rural population? Compute the difference.

7. How much has the total Brazilian population increased between 1970 and 1980?

8. Compute how much the population of each region has grown between 1970 and 1980. Which region has grown the most? Which region has grown the least?

LARGEST CITIES IN BRAZIL

		1970	1980
1.	SÃO PAULO	5,900,000	12,578,000
2.	RIO DE JANEIRO	4,300,000	9,012,000
3.	BELO HORIZANTE	1,200,000	2,535,000
4.	RECIFE	1,100,000	2,346,000
5.	PÔRTO ALEGRE	900,000	2,332,000
6.	SALVADOR	1,000,000	1,766,000
7.	BRASÍLIA	500,000	1,000,000

* All figures rounded off to nearest thousand
** Sources: Information Please Almanac, 1982
Hammond Almanac, 1982
The World Almanac and Book of Facts, 1982
Anuario Estatistico do Brasil

- -

LARGEST CITIES IN THE WORLD

C census
E estimate

1.	NEW YORK	1980 C	16,120,000
2.	MEXICO CITY	1980 C	13,994,000
3.	SÃO PAULO	1980 C	12,578,000
4.	LOS ANGELES	1980 C	11,496,000
5.	SHANGHAI	1979 E	11,320,000
6.	BUENOS AIRES	1978 E	9,749,000
7.	CALCUTTA	1980 C	9,166,000
8.	RIO DE JANEIRO	1980 C	9,018,000

* Some cities include greater metropolis, while others do not.

- -

Questions:

- Which Brazilian cities more than doubled in population between 1970 and 1980?

- How many Brazilian cities are among the top 8 largest cities in the world?

POPULATION DISTRIBUTION MAP

Directions:

x = 1 million

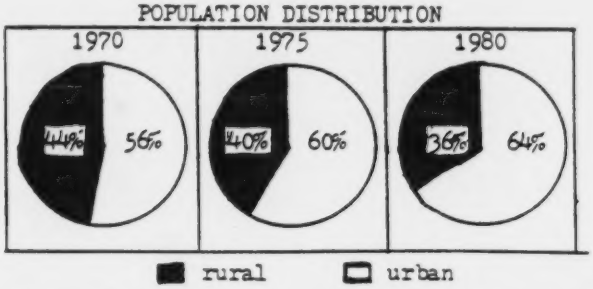
Show the number of people that live in each region, rounding off to the nearest millionth, by marking x's in the map above. Fill in the name of each region.

Next to each dot, write the name of the city and its population in 1980.

Refer to Handout 4A for the population of each region and to Handout 5 for the population of the 7 largest cities in Brazil.

- What are some of the geographical factors that affect population distribution?

POPULATION DISTRIBUTION



- What does this graph tell you about the changes in the distribution of the population?
- Why do people migrate from the countryside to the city?

DISCUSSION QUESTIONS ON POPULATION

Population density is the number of people per square unit of land in a given area. Demography is the statistical study of human populations or the study of population density. Demographers study the number of people living in a given area in order to understand factors that cause the population density to change.

CAN YOU NAME SOME FACTORS THAT CAUSE THE POPULATION DENSITY OF AN AREA TO CHANGE?

- Increases/decreases in birth rates, which means a change in the number of babies born over a given period of time.
- Increases/decreases in death rates, which means a change in the number of deaths over a given period of time.
- Migration, the movement of people from one place to another.

****

An increasing population growth rate does not usually mean that individual people are having more babies.

CAN YOU THINK OF OTHER FACTORS THAT CAUSE POPULATIONS TO GROW?

- Declines in infant mortality.
- Increases in life expectancy.
- The fact that a greater number of people are having babies as the population continues to grow increases the population.

****

A census is the collection of information about people in an area.

WHY MIGHT IT BE DIFFICULT TO TAKE AN ACCURATE CENSUS IN BRAZIL? DO THESE PROBLEMS OCCUR IN THE U.S. AS WELL?

- The population in the Amazon is semi-nomadic and not always well integrated with the rest of the country.
- The people who live in the urban shanty dwellings are not always registered with the government. Many cannot read or write .

WHAT ARE SOME OF THE PROBLEMS IN DETERMINING THE LARGEST CITIES IN THE WORLD? LOOK UP THE LARGEST CITIES IN THE WORLD IN DIFFERENT ALMANACS AND COMPARE THE RESULTS. HOW CAN YOU ACCOUNT FOR DIFFERENCES?

- Some cities will include the metropolitan areas, while others do not.

LESSON 3: HISTORY

Objectives:

Students will ...

- learn significant dates and events in Brazilian history
- develop necessary skills in reading and analyzing historical data written in the form of a chronology

Materials:

Chronology of Significant Dates in Brazilian History (Handout 7)
Chronology Worksheet (Handout 8)

Introduction:

In Lessons 1 and 2 students learned about the geography and population density of the regions and major cities of Brazil. In this lesson, students will study the chronology of significant dates in Brazilian history.

WHY IS IT IMPORTANT TO LOOK AT INDUSTRIALIZATION DURING THE THREE MAJOR PERIODS OF BRAZILIAN HISTORY (THE COLONY, THE EMPIRE AND THE REPUBLIC) IN ORDER TO UNDERSTAND CONTRASTS IN URBAN LIFE?

Brazil, unlike the U.S. and Europe, did not industrialize in the 19th century. Its cities, therefore, were heavily tied to the export of primary products, as was the colonial economy in general. During the Colony, the bulk of Brazil's profits went to Portugal. Portugal did not allow Brazil to sell its agricultural products to any other countries, nor did it allow Brazil to develop any economic activity which would prejudice Portuguese economic interests.

During the Empire which followed, Brazil lacked the capital necessary to industrialize. Because early industrialization had not taken place, the social structure continued to be based on plantation agriculture. Brazil was unique in Latin America in having an Empire. In 1808, the King of Portugal, João VI, moved his court to Brazil in order to escape Napoleon's army. When he returned to Portugal in 1821, he left his son Dom Pedro as regent.

Dom Pedro declared Brazil's independence from Portugal in 1822, and received the title of emperor, which marked the beginning of the Brazilian Empire. Unlike Spanish America, Portuguese America (Brazil) gained its independence without fighting bloody wars against its colonizer and stayed

together as one big nation. That is why today, while there are many Spanish-speaking countries in Latin America, there is only one that speaks Portuguese.

During the Republic, which began after the army overthrew the Emperor in 1889, Brazil began to industrialize. Industry grew during World War II when Brazil was unable to import manufactured goods from Europe and the U.S. However, it really began to boom in 1968, with the "economic miracle." The industrialization process in Brazil, as in other late industrializing countries, has followed a different course than in Europe and the U.S. The difficulties associated with late industrialization help account for present day income inequalities and the diverse urban lifestyles you will see in the following lessons.

Procedure:

1. Review Vocabulary: AMNESTY, CENSORSHIP, DEPOSE, EXILE, INTROSPECTION, AND REGENT. (Definitions are in the glossary)

2. Pass out the chronology of significant dates handout and have the class read it.

3. Handout the chronology worksheet and ask the students to answer the questions. Review the answers with the class.

4. FOR FURTHER DISCUSSION:

   HOW DOES THE HISTORY OF BRAZIL HELP YOU TO UNDERSTAND CONTEMPORARY URBAN LIFE IN BRAZIL?

   - History shows reasons for late industrialization, which in part, accounts for present day income inequalities.
   - Colonization accounts for the domination of Portuguese culture and language in Brazil.
   - The import of African slaves between the 16th and the 19th centuries and their migration to Brazilian cities immediately following abolition explain why there are so many people of African descent in Brazil today.
   - The growth of coffee production in the South accounts for European and Japanese immigration to Brazil, which has contributed to the urban population in Brazil.

   IDENTIFY SOME OF THE COMMON EXPERIENCES OR EVENTS IN BRAZILIAN AND U.S. HISTORY.

   - Slavery, abolition, immigration, industrialization, fighting with Allied forces in WWII. . .

CHRONOLOGY OF SIGNIFICANT DATES IN BRAZILIAN HISTORY

COLONY

1494	Treaty of Tordesillas divides the world between Spain and Portugal.
1500	Pedro Alvares Cabral, on his way to India, discovers and claims Brazil for Portugal.
1532	First sugar mills are built.
1534-36	King of Portugal divides Brazil into 12 colonial land grants which he commisions to 12 officers to direct.
1538	First known shipment of slaves arrive from Africa.
1554	Jesuits found Sao Paulo on plateau in southern Brazil.
1630-54	Dutch occupy northeastern Brazil in competition for colonial possessions.
1695	Gold is discovered in the territory of Minas Gerais.
1759	Pombal, the ruler of Portugal, expels Jesuits from all Portuguese territories in America.
1763	The capital of Brazil is transferred from Salvador, Bahia to Rio de Janeiro as a result of the economic shift from sugar in the North to gold mining in central Brazil which is exported from the southern coast.
1808	Portuguese King João VI flees Napoleon's army by moving the royal court to Brazil. The ports of Brazil are opened to world trade.
1821	The King returns to Portugal and leaves his heir Dom Pedro as regent in Brazil.

EMPIRE

1822	Prince Pedro declares Brazil's independence from Portugal and receives title of emperor.
1824	Pedro puts the first constitution into effect and the U.S. recognizes Brazil.
1858	Coffee becomes the principal export of Brazil.
1873	The number of Italian immigrants arriving in Brazil surpasses the number of Portuguese.
1888	The Golden Law abolishes slavery without compensation for slave-holders.

1889 The army deposes the emperor and proclaims the republic, which is called the United States of Brazil.

REPUBLIC

1890-91 Church and State are separated and a new constitution is introduced.

1917 Brazil declares war on Germany and suppors the Allied powers in WWI.

1922 Modern Art Week initiates a new phase of introspection in national culture. Revolt of young military officers marks the beginning of a revolutionary military movement for reform.

1930 Military junta takes control and Getulio Vargas assumes power as dictator.

1937 The authoritarian government called Estado Novo is established.

1942 Brazil enters WWII as a member of the Allied forces.

1945 The military removes the dictator Getulio Vargas from power.

1950 Vargas is re-elected as president.

1954 Vargas commits suicide.

1956-64 Democratic regime prevails and capital is moved from Rio de Janeiro to Brasília.

1964-74 Period of military regimes. Censorship is imposed and opposition to the government is suppressed with torture. During the 1970's agricultural output soars. Brazil also becomes the leading industrial power of Latin America.

1967 The country is renamed Federal Republic of Brazil.

1979 The government declares amnesty for political activists who went into exile when the military took over in 1964 and it institutes democratic reforms. João Baptista Figueiredo is elected President and there is a return to civilian government. "Abertura" or political "opening" in the direction of democracy begins.

1982 In the fall of 1982, elections for governors and senators take place throughout the country and opposition parties win major victories.

Chronology Worksheet

Answer the following questions by referring to the sheet on the chronology of significant dates in Brazilian history.

1. In what year was Brazil discovered and claimed for Portugal and by whom was it discovered?
2. Name 3 European groups that have come to Brazil.
3. In which century did the first shipment of African slaves arrive in Brazil?
4. Why did King João VI move the royal court to Brazil in 1808?
5. When did Brazil declare it s independence from Portugal?
6. In 1858 what was the principal export of Brazil?
7. After 1873 were there more Italian or Portuguese immigrants arriving in Brazil?
8. What was the Golden Law of 1888?
9. What happened when the army deposed the emperor in 1889?
10. When did Brazil enter World War I? World War II? On which side?
11. What was the name of the cultural movement in 1922 that began a new phase of introspection in Brazil to create a national culture?
12. What type of government was the Estado Novo, which was established under Getulio Vargas?
13. Where was the Brazilian capital before it was moved to Brasília?
14. What type of governments ruled between 1964 and 1974?
15. When was amnesty declared and when were democratic reforms enacted?

LESSON FOUR: PEOPLE OF BRAZIL

Objectives:

Students will ...

- view slides of different groups of people that have come to Brazil and discuss the historical mixture of races that occurred

Materials:

Slide projector
Slides 6 - 11
Slide Text and Discussion Questions
Division of Brazil's Population by Race (Handout 9)

Introduction:

WHY IS THE CONCEPT OF "RACE MIXTURE" (MISCEGENATION) AN IMPORTANT THEME FOR UNDERSTANDING BRAZIL?

Race mixture has played a decisive role in the formation of the Brazilian people. While not all Brazilians are of mixed race, the fusion of Europeans, Africans and Amerindians (originally from Asia) has proceeded farther in Brazil than in any other country. The following slides and slide descriptions show some of the components of Brazilian society. Underlying Brazil's population history is the central theme of Brazil's struggle to secure a plentiful labor supply for its agricultural development.

Procedure:

1. Review Vocabulary: BANDEIRANTES, ABOLITION, INQUISITION, PURITANICAL, ILLEGITIMATE, CABOCLO, MULATTO, PATRIARCHAL (Definitions are in glossary).

2. Show the slides and read the short descriptions of each group of people that came to Brazil. Ask the discussion questions in the order that they appear on the sheet. For example, if a question appears before the slide description, ask it before you show the slide to the class.

3. Present the chart on the division of Brazil's population by race (1982) to the class (Handout 9).

4. FOR FURTHER DISCUSSION:

COMPARE BRAZIL TO THE U.S. WITH RESPECT TO THE FOLLOWING: IMMIGRATION, SLAVERY, RELATIONSHIPS WITH AMERINDIAN PEOPLES, "MELTING POT" STATUS.

PEOPLE OF BRAZIL

SLIDE TEXT AND QUESTIONS

WHAT GROUP OF PEOPLE DO YOU THINK THAT THE PORTUGUESE DISCOVERED WHEN THEY ARRIVED IN BRAZIL IN THE 1500'S?

Slide 6: THE INDIAN

When the Portuguese settlers arrived in Brazil in 1500, the life of the native Indians began to change. Indians were hunted down and enslaved to provide a supply of labor for rapidly expanding sugar plantations during the 16th and 17th centuries. Bands of frontiersmen from Sao Paulo, called bandeirantes, many of whom were part Indian themselves, grew famous for entering the wooded interior to capture Indian slaves. Jesuit fathers also collected Indians, but in order to educate them in the religious and agricultural practices of the whites.

The supply of Indians was insufficient for colonial purposes. They were constantly escaping from the plantations and it was difficult to control them. Many Indians also died from diseases that the colonizers brought to the New World. When African slaves replaced the Indians in agricultural work, the Indian moved into the pastoral area to look after corrals and herds of cattle.

The Indian population today is greatly reduced. The largest population with Indian elements is located in the Amazon basin.

Questions:

- WHY WERE THE INDIANS ENSLAVED?
- WHY WERE THEY AN INADEQUATE LABOR FORCE FOR THE PORTUGUESE ON THE SUGAR PLANATIONS?
- WHO DO YOU THINK REPLACED THE INDIAN LABOR FORCE DURING COLONIAL TIMES?

Slide 7: THE PORTUGUESE

The original white colonists, who were mostly men, came from the mother country, Portugal. Many were adventurers seeking a fortune in sugar growing and later, in mining, while others were Jews escaping the inquisition. The Portuguese continued to migrate to Brazil in large numbers until the 1930's when Vargas imposed laws restricting immigration to Brazil. This migration furnished the basic white stock for Brazil's upper strata and supplemented the white stock in people of mixed race in the middle and lower classes. The Portuguese have had a great influence in Brazilian society, because of the dominant role they played in Brazil's political, economic and social formation. Aside from the Portuguese colonists, small groups of French, Dutch and English contributed to the early makeup of the Brazilian population.

Questions:

- WHY DID THE FIRST SETTLERS COME TO BRAZIL?
- WHICH OTHER EUROPEAN PEOPLE CONTRIBUTED TO THE EARLY MAKEUP OF THE BRAZILIAN POPULATION?

Slide 8: THE CABOCLO

The scarcity of white women in the colony, the lack of puritanical constraints in the New World, and the structures of domination imposed by the colonizers gave Portuguese men almost unhampered access to Indian female slaves. During the first century of Brazilian history there was a rapid intermixture of the white and Indian races. This probably would not have occurred in such large numbers had more European women come to the colonies, had those who did come exercised stronger influence over their husbands, and had the social and economic positions of the white and Indian races been more nearly equal.

Caboclo was the name originally applied to a Portuguese-speaking Indian and later to a person of white-Indian heritage. Today it is a term used to denote the Brazilian peasant and rural laborer, particularly in the North.

Questions:

- WHAT IS A CABOCLO?
- WHAT ARE SOME OF THE REASONS FOR THE INTERMIXTURE OF THE WHITE AND INDIAN RACE IN BRAZIL?

Slide 9: THE AFRICAN

African slaves were imported into Brazil during colonial times to work on the sugar plantations and later in gold mining. They came from the various Bantu groups and the Sudanese groups in Africa. During the colonial period, Brazil was a patriarchal society with each white master at the head of his estate, governing his African slaves. With the emergence of the city, new social conditions were established.

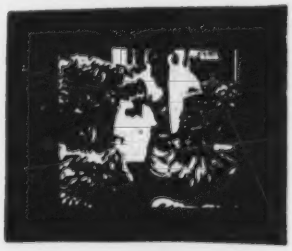
Even before the abolition of slavery in 1888, many slaves were freed and some escaped to the cities. The city shanties replaced the rural slave quarters, as freed Africans and runaway slaves moved to the city to work as peddlers and paid laborers. While most slaves who became freed before abolition went to the city, afterwards many returned to the countryside to work for wages in plantations or to go into subsistence agriculture.

African cultural traits can be found in the music, dance, art, food and religion of Brazil. Elements of African culture in urban life are strongest in the cities of Salvador and Rio de Janeiro.

Questions:

- WHAT TYPE OF WORK DID THE AFRICANS FIND IN THE CITIES WHEN THEY WERE FREED FROM SLAVERY?
- NAME SOME WAYS THAT THE AFRICAN HERITAGE HAS BEEN INCORPORATED INTO THE BRAZILIAN CULTURE.
- FROM WHERE WERE THE ORIGINAL WHITE COLONISTS WHO SET UP THE PATRIARCHAL SOCIETY AND OWNED MOST OF THE LARGE PLANTATIONS IN BRAZIL?

Slide 10: THE MULATTO



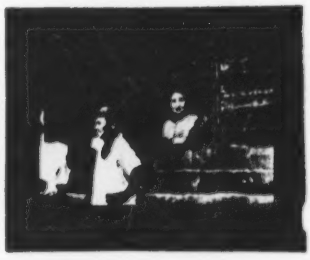
The mixture of white masters with black slave women gave rise to the mulatto. Some of the illegitimate sons of the plantation owners were given an education and some were even sent to Europe for university studies. Because of these opportunities, a few mulattos were able to gain a prominent place in Brazilian society. During colonial times, there were even a few white women from aristocratic families, who married educated mulattos, further contributing to the mixture of races. The early mulattos often worked as artisans and skilled laborers. They later filled other intermediary roles, working as teachers, foremen, and accountants. The tradition of a middle stratum in Brazil goes way back and cuts across racial lines as well.

Other racial combinations also arose, such that most Brazilians today descend from all three races. Brazilians today take pride in the mixture of races that has taken place throughout its history. Gilberto Freyre's book The Masters and the Slaves became a Brazilian classic because of its thesis that race mixture in Brazil had created a uniquely Brazilian character. Although there is a lot of tolerance in Brazil in regard to intermarriage, prejudice still exists on the part of the white middle and upper class.

Questions:

- WHAT FACTORS GAVE RISE TO THE MULATTO?
- DISCUSS THE ATTITUDE OF MANY BRAZILIANS IN RELATION TO THE ATTITUDE OF NORTH AMERICANS TOWARDS RACE MIXTURE?
- WAS RACE MIXTURE AN ACCEPTED PRACTICE DURING COLONIAL TIMES IN THE U.S.?
- WHAT DO YOU THINK MIGHT ACCOUNT FOR THESE DIFFERING ATTITUDES? (RELIGION, PURITAN ETHIC IN THE U.S. VS. CATHOLICISM IN BRAZIL)

Slide 11: THE EUROPEAN AND JAPANESE IMMIGRANTS



After Brazil attained independence from Portugal in the 19th century, many barriers insulating Brazil from the non-Portuguese world were broken and European immigration expanded. Following the abolition of slavery in 1888, there was a need for a new source of labor. The population swelled with the immigration of over a million Italians, thousands of Poles and thousands of Germans and large groups of Portuguese, Spanish and Lebanese. The immigration of Europeans has continued during the 20th century.

Beginning in 1908, Brazil promoted a policy of Japanese immigration. It wanted to secure persons to serve as poorly paid manual laborers on the nation's coffee, cotton and sugar plantations mostly near the city of São Paulo. Unsatisfied with the conditions on the plantation, some Japanese were able to branch off into commerce and small farming (The movie Gaijin is about Japanese migration to Brazil). This addition to the Brazilian population has been the most significant new factor in the country's racial composition. Immigration continued on a large scale until the 1930's, when Getulio Vargas instituted laws controlling the number of immigrants allowed to enter Brazil, as was done to control immigration in the U.S.

Questions:

- WHAT WERE SOME OF THE REASONS FOR EUROPEAN AND JAPANESE IMMIGRATION TO BRAZIL IN THE LATE 19TH AND EARLY 20TH CENTURY?
- WHAT ARE SOME OF THE OCCUPATIONS THAT UNSATISFIED JAPANESE PLANTATION WORKERS BRANCHED INTO?

DIVISION OF BRAZIL'S POPULATION BY RACE

1982 Estimate

predominantly European ancestry	57%
mostly a mixture of European, African and Indian ancestry	31%
descendants predominantly of African slaves	8%
almost entirely Japanese immigrants and their descendants	4%

FOR FURTHER DISCUSSION:

WHAT ARE SOME OF THE EXPERIENCES THAT BRAZIL AND THE U.S. SHARE IN COMMON IN RESPECT TO THE GROUPS OF PEOPLE WHO CAME TO LIVE AND WORK IN EACH OF THESE COUNTRIES?

(STUDENTS SHOULD REFLECT ON THE EXPERIENCES OF THE INDIANS, ON THE INSTITUTION OF SLAVERY, ON PATTERNS OF COLONIZATION AND IMMIGRATION.)

COULD BRAZIL ALSO BE CONSIDERED A "MELTING POT" OF PEOPLE?

LESSON 5: DISTRIBUTION OF NATIONAL WEALTH

Objectives:

Students will ...

- understand the economic concepts: gross national product (GNP), goods and services, real income, per capita income, and welfare
- "get into the shoes" of people in different economic groups in Brazil through two simulations

Materials:

Graph #1: Comparative Gross National Products in Latin America
Graph #2: GNP per Capita in different Latin American Countries
Graph #3: Distribution of Income in Brazil
1 loaf of bread for activity "Divide the Bread"
paper money

Introduction: DISTRIBUTION OF GNP

Although Brazil is considered a successful example of racial integration and intermarriage, prejudice sometimes occurs. Conflicts are not based specifically on race, but rather on economic and social differences. There is great disparity in urban ways of life in Brazil due to the uneven distribution of Gross National Product (GNP).

GNP is the total amount of goods and services produced each year in a country and is valued in terms of the market prices of the goods and services produced. GNP tells nothing about the interpersonal distribution of this sum. It is possible for the mass of people to receive fixed or falling real incomes, while the GNP continues to grow. In this case, a rich minority would receive a very large proportion of national wealth, and the growing middle classes would also receive some some benefits, but to a lesser degree. The poor majority, however, would be left to divide the rest without becoming much better off.

The Brazilian economy grew rapidly between 1968 and the late 1970's, a phenomenon which generally benefited people in the city much more than those living in the countryside. Although people across the social spectrum in the cities benefited from the rise in per capita income (or rise in average income), benefits were distributed unequally in accord with one's socio-economic class. During this period, the profits that went to the urban middle classes rapidly expanded, while those that went to the very poor were few.

In 1976, the top 1% of the population received a larger slice of national income than the bottom 50% of all Brazilians. As the economy continued to prosper, the gap between the very rich and the very poor expanded. The living conditions of people in Brazilian cities reflects this uneven distribution of wealth. The per capita income in Brazil in 1979 was estimated to be $1,770 (U.S. dollars), scarcely enough to meet basic human needs.

Procedure:

1. Review vocabulary words: GROSS NATIONAL PRODUCT, PER CAPITA INCOME, REAL INCOME, GOODS, SERVICES.

2. Explain objectives of Lesson. Introduce the activity on "Per Capita Income Activity".

3. Handout Bar Graphs #1 and #2, which show comparative Gross National Products and the GNP per capita in Latin America and the U.S.. Students should see that although Brazil has the highest GNP in Latin America, its GNP per capita is not very high. Ask students what this tells us about Brazil's income distribution.

4. Pass out Graph #3 on Distribution of Income in Brazil. Ask the class to name some of the occupations they think that people in each percentile group might have. The wealthiest 20% group could be broken down even further, as the top 10% earns over 50% of the GNP. The wealthiest members of this group are large capitalists and landowners, while others are professionals (doctors, lawyers, etc.), engineers, technicians, politicians, and executive managers. The next 20% are often skilled workers, professors, teachers, small shopowners, foremen, and managers. The middle 20% are unskilled workers (factory workers, domestic employees, construction workers, etc.), who usually earn minimum wage. The lowest 40% are generally agricultural workers in rural areas, members of the informal sector, and the unemployed.

5. Introduce activity on the division of Brazil's national wealth: "How is the Bread Divided?" Simulate. . . Debrief using suggested questions.

6. FOR FURTHER DISCUSSION:

ARE THEIR INEQUALITIES IN THE DISTRIBUTION OF WEALTH (AND FOOD) IN THE U.S. AS WELL AS IN BRAZIL AND THE REST OF LATIN AMERICA?

WHAT ARE SOME OF THE FACTORS THAT ACCOUNT FOR AN UNEVEN DISTRIBUTION OF NATIONAL WEALTH?

YOU MIGHT DISCUSS THE EXISTENCE OF DIFFERENT TYPES OF NEIGHBORHOODS IN YOUR AREA TO SHOW HOW THIS REFLECTS INEQUITIES IN THE DIVISION OF GNP?

PER CAPITA INCOME ACTIVITY

Introduction:

Per capita income is the average income of an individual over a specified period, usually one year. This figure can be misleading in countries with a small percentage of rich people and a large percentage of poor people.

Objective:

To illustrate the difference between per capita income and income.

Materials:

Monopoly money in denominations of $1,000, $50, and $10.

Procedure:

Give 2 students in the class each a $1,000 bill and tell them that this is their yearly earnings. Then give 4 students each a $50 bill, which is their annual income. The rest of the class should be given $10 bills.

Add up all the incomes in the class and divide this figure by the number of students in the class to determine the average income. How does this compare to their real income?

Example:

If there are 20 students in the class, then:

2	x	$1,000	=	$2,000
4	x	$50	=	$200
14	x	$10	=	$140
				$2,340

2,340/20 = 117 $117 is per capita income

GRAPH #1

Handout 10

HOW MUCH DO THE NATIONS OF SOUTH AMERICA PRODUCE?

A Bar Graph Showing
Comparative Gross National Products* (1979)

* Source: World Bank Handbook, 1980

GRAPH #2

Handout 11

HOW MUCH DOES THE AVERAGE SOUTH AMERICAN MAKE IN A YEAR?

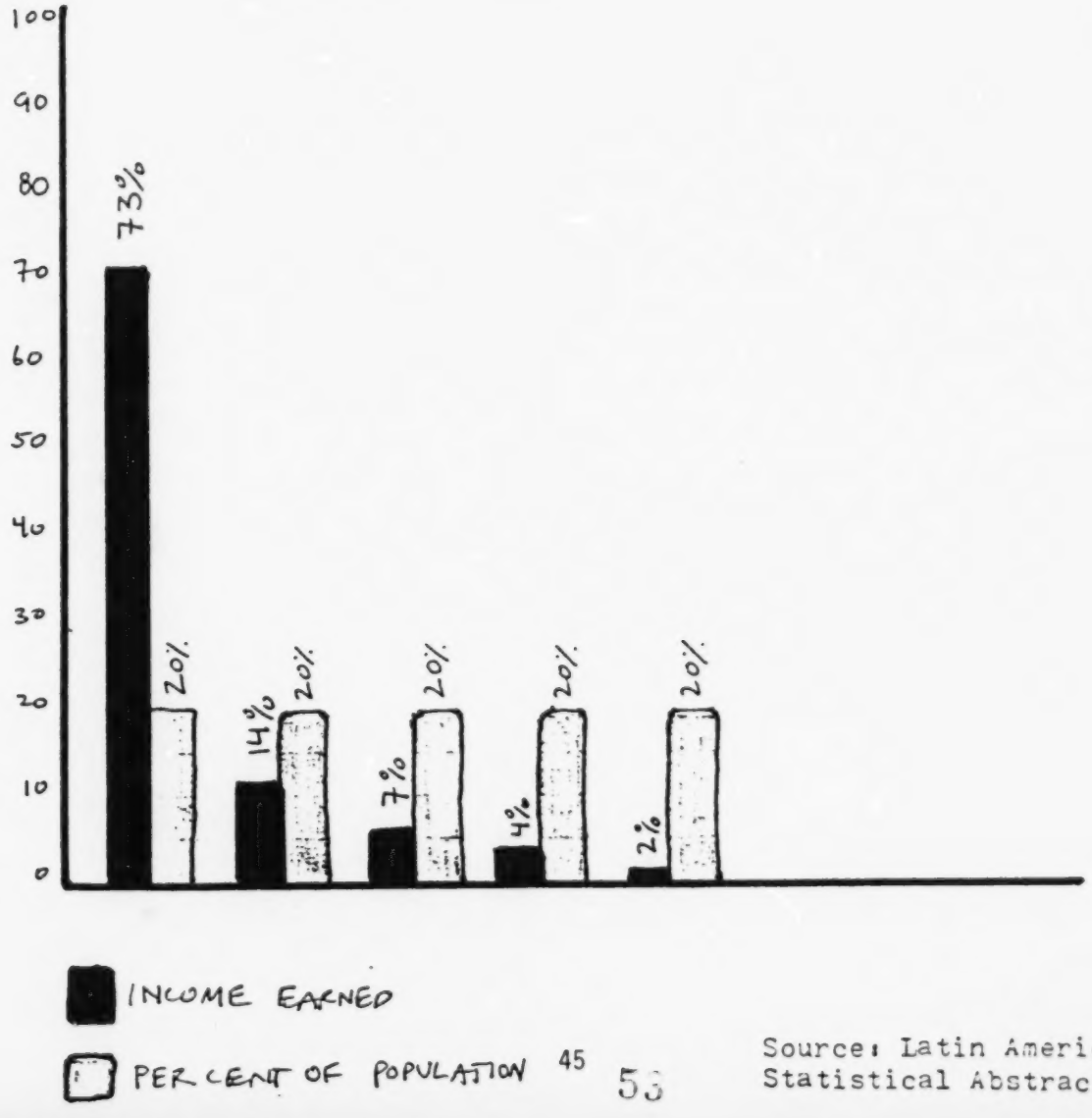
Bar Graph Showing GNP Per Capital* (1979)

*Source: World Bank Handbook, 1980

GRAPH #3

DISTRIBUTION OF INCOME IN BRAZIL (1979)

A Bar Graph Which Divides Brazil's Population into Five Equal Parts and Shows How Much Income Each Group Earns



Source: Latin America Statistical Abstract,

HOW IS THE BREAD DIVIDED?

The Division Of Brazil's National Wealth

Objectives:

To better understand the concept of uneven distribution of Gross National Product (GNP) or national wealth and to describe the feeling created by having little in the presence of abundance and vice versa.

Materials:

1 baguette (or any other type of bread or food that can be divided among the class)

Procedure:

Show the class the baguette. Explain that it represents the GNP or national wealth of the country. Divide the class into 5 groups so that there are an equal number of students in each one. Each group should be designated a color (or number, geometric shape, etc.). Give each student a card that corresponds with their group's color.

List, either on the blackboard or on the cards, the different occupations that correspond with each group. Refer to bar graph #3 for the percentage of GNP that each group earns.

The top 20% would be landowners, large capitalists, professionals (doctors, lawyers), executive managers, engineers, and politicians. The next 20% might be professors, skilled workers, government officials, teachers, small shopowners, and foremen. The middle 20% would be unskilled workers, such as: factory workers, domestic employees, construction workers, those who probably earn close to minimum wage. The bottom 40% are generally those in the informal sector, landless agricultural workers and the unemployed.

Each student could actually be assigned a specific role in the making of the bread so that they can imagine the different ways people contribute to GNP. For example their roles could include: a bakery owner, workers in the bakery, a dairy farmer supplying the eggs, a yeast manufacturer, a window cleaner, a floor sweeper, an insurance salesman, a lawyer, a doctor (to keep the producers healthy!), workers in the company making cutting boards, rolling pins, ovens, bowls, etc., a banker, a government bureaucrat ...

Divide the bread so that each group gets a percentage of the bread that corresponds with the bar graph (# 3). The wealthiest group earns 73% of the bread, the next group 14%, then 7%, 4%, and the poorest group only gets 2%. Each group should exchange their cards for the bread. The members of the group should then divide the bread between themselves. Explain to the class that the bread doesn't necessarily have to be divided equally in the group (particularly in the wealthiest group), as not all members of these groups earn the same size. Nevertheless, it is important that each member of the wealthier groups earn more than the members of the groups below it.

Debriefing:

The debriefing is largely contingent upon what happens during the activity. Did the rich and "middle class" students share their wealth? How did the poor treat the wealthier students? Some suggested questions for discussion are listed below. However, a teacher should move from these suggestions to other areas that the class raises.

1. How did the members of each group feel when they received their portion of the bread?

2. How did the individuals in each group feel towards the other members of their group?

3. What did the students do with their bread? Did anybody share their piece with other "poorer" students?

4. Do you think that the people who earn the larger shares necessarily work the hardest?

LESSON SIX: URBAN CONTRASTS

Objectives:

Students will ...

- contrast different ways of urban life by viewing slides on housing, sanitation, nutrition, markets, schools, transportation, and recreation
- study some of the ways in which economic wealth affects one's life style

Materials:

Slides 12 - 25
Slide Text and Discussion Questions
Carnival Song About Housing Problems
Suggested Activities:
1. Plan a City
2. Travelogue

Introduction:

WHAT ARE URBAN CONTRASTS?

In the following slide presentation you are going to see contrasting urban lifestyles. You will see two slides for each category, but it is important to remember that there are many ways of life in Brazilian cities. The slides that you will see are, therefore, only some examples of the different ways of city life. Because the urban middle-class in Brazil has grown in the past few decades, there is a range of lifestyles besides that of the very rich and the very poor.

In the first three groups of slides on housing, sanitation, and nutrition, you will study some of the problems of urban poverty. The poverty in the countryside is generally worse than in the city, but in this lesson we will concentrate on urban lifestyles. The fact that people living in cities are poor is not due to their lack of initiative or will, but rather is characteristic of economics and politics in Brazil. It is important to recognize that the lower classes seek creative solutions to the difficulties of urban poverty and provide a significant force in Brazilian society.

Other slides you will see in this lesson show contrasts between the traditional and modern, as well as, between the private and public spheres of urban life. While rising GNP accounts for modernized ways of life, industrialization has not reached all parts of society to the same degree.

Procedure:

1. Review Vocabulary: CACHACA, CAPOEIRA, DIA DE FEIRA, ESCOLA DE SAMBA, FAVELA, FAVELADA, FEIJOADA, FEIRA, GASOHOL, INFLATION, LIFE EXPECTANCY, LITERACY, and MALNUTRITION.

2. Show the slides on housing, sanitation, nutrition, shopping, education, transportation, and recreation. Ask the class the questions that appear before the slide description. Then read the descriptions and ask the questions that follow. You should ask the questions that you find most worthwhile and that will lend themselves to a discussion.

3. FOR FURTHER DISCUSSION:

   ASK THE CLASS TO DISCUSS SOME OF THE SIMILARITIES AS WELL AS THE DIFFERENCES THAT THEY HAVE OBSERVED BETWEEN URBAN LIFE IN BRAZIL AND URBAN LIFE IN THE U.S. DISCUSS BOTH THE ADVANTAGES AND DISADVANTAGES OF MAKING GENERALIZATIONS THAT ARE NECESSARY TO COMPARE CULTURES.

   (An advantage is that you can develop global themes, while a disadvantage is that in making generalizations you may tend to distort the realities of a culture.)

4. Suggested Activities:

   At the end of this lesson are 2 suggested activities: PLAN A CITY and TRAVELOGUE. Read these activities and decide whether or not they are appropriate for your class. PLAN A CITY will give students an understanding of some of the considerations necessary in urban planning and will give them the opportunity to design a city. TRAVELOGUE will improve research and speaking skills as students must make a presentation describing a visit to Brazil.

URBAN CONTRASTS

SLIDE TEXT AND DISCUSSION QUESTIONS

1. HOUSING

slide 12: WHAT KIND OF HOUSING DOES THIS LOOK LIKE?

This is a slide of a middle class apartment complex in São Paulo. More than in North American cities, people speak of living in particular districts or neighborhoods. There are upper-class and middle-class districts in Brazilian cities, just as there are lower-class districts of organized working class families. However, in most residential districts there is some mixture of fine homes and shanties, of rich and poor, of well paved streets and dirt roads.

The settlement pattern of most Brazilian cities also differs from the U.S. with respect to suburbs, which are filled with lower-class housing. It is usually considered best to live near the center of town closest to shopping centers and other urban facilities or alongside the beach, because transportation can be inefficient and urban traffic heavy. Until recently, the middle-class segment was relatively insignificant, but in the past three decades the middle class sector has been rapidly expanding. This has been reflected in the enormous demand for consumer goods, in the rise of middle-income housing and in the pressure to improve public services.

Living in a world of television, radio, cinema and theater, many of the members of the growing middle-class have learned to expect a higher standard of living than they actually can afford. Like most of us, they have developed a a need for telephones, electric refrigerators, washing machines, automobiles, typewriters and a multitude of other electric appliances and consumer goods.

Most Brazilians want better and more modern homes and are conscious of and eager to buy fashionable clothing as well. The middle-class generally identifies with and shares the social values of the upper-class, which is able to afford expensive housing and indulge in a luxurious life style. The wealthiest houses in the city usually have high walls surrounding them for protection against thieves.

Questions:

- IN WHAT TYPE OF SECTIONS ARE MIDDLE AND UPPER CLASS HOUSING USUALLY LOCATED?
- WHAT ARE SOME OF THE SIGNALS SHOWING THAT THE MIDDLE CLASS IN BRAZIL IS GROWING? (DEMAND FOR CONSUMER GOODS, RISE OF MIDDLE INCOME HOUSING, PRESSURE TO IMPROVE PUBLIC SERVICES)
- CAN YOU SEE SOME SIMILAR VALUES BETWEEN THE MIDDLE CLASS IN BRAZIL AND THE MIDDLE CLASS IN THE U.S.? WHAT ARE THEY?
- WHY DO WEALTHY BRAZILIAN HOMES HAVE HIGH WALLS AROUND THEM? HOW DO AMERICANS PROTECT THEIR HOMES?

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slide 13: WHAT CAN YOU TELL ABOUT THE PEOPLE IN THIS SLIDE? WHAT KIND OF MATERIALS WERE USED TO MAKE THIS DWELLING?

The quality of urban housing varies greatly according to one's wealth. This is a slide of a house in a favela, which is a slum or shantytown. The shanties look like temporary houses built of cardboard, bits of wood, rusty metal, and other scraps. They are usually located around industrial areas and outside the centers of large cities in Brazil. Favelas are generally overcrowded.

Favelas have tended to expand rapidly in the past decade, particularly during periods of crisis in the agricultural sector. Migrants from the rural areas swell the cities and are forced to move to undesirable areas, where the empty space is available for squatting.

The people who live in favelas are called favelados. They are squatters without property rights and subject to eviction at any time. Most favelados are unskilled manual laborers who find employment in construction and service industries or as domestic employees (maids). They come from all parts of Brazil looking for jobs in the big cities.

The housing shortage is very serious in Brazil today because of the marked inequality of income distribution, increased rural-urban migration, and the government's vastly inadequate housing program. Squatters have begun to organize, deciding how they will divide the land, how they will obtain building materials, and how they will represent themselves to the press. They often work out their plans with the

church and with opposition politicians, who are sympathetic to their condition.

Questions:

- WHAT IS A FAVELA?
- WHO LIVES IN FAVELAS AND WHAT ARE THESE PEOPLE CALLED?
- WHY DO FAVELAS EVOLVE?
- WHAT ARE SOME OF THE PROBLEMS THAT SQUATTERS MUST FACE?
- HOW ARE SQUATTERS DEALING WITH THEIR PROBLEMS?

II. SANITATION

slide 14: WHAT IS THE WOMAN IN THE SLIDE DOING? DOES SHE LOOK LIKE AN EMPLOYEE OR THE OWNER OF THE HOUSE? HOW CAN YOU TELL?

In middle class and upper class neighborhoods, most homes have running water and adequate sanitary waste disposal. Many of the families in these areas hire domestic employees to clean, cook, wash and iron their clothes, and even sweep the sidewalk in front of the house. Brazilian homes tend to require more labor than those in the U.S., because they generally have fewer modern household conveniences. Because wages for domestic labor are relatively low, many upper- and middle-class families can afford to hire women and young girls to work in their homes as either live in help or day laborers.

Many houses and apartments are designed and constructed with a poorly ventilated little room (often not much bigger than a closet) located next to the kitchen where a domestic employee would live. While many employees live with families, some come on a daily basis. Although conditions vary, the work day is usually long for these women and girls and the compensation is low.

Questions:

- WHY DO YOU THINK THAT MANY WEALTHY AND MIDDLE-CLASS FAMILIES HIRE DOMESTIC HELP? (THE WAGES ARE LOWER THAN IN THE U.S. BECAUSE LOWER CLASS WOMEN WHO NEED WORK DO NOT HAVE THE SKILLS REQUIRED FOR MOST OTHER TYPES OF WORK)

- CAN YOU THINK OF SOME OF THE PROBLEMS OR DIFFICULTIES THAT MIGHT CONFRONT DOMESTIC EMPLOYEES? (EMOTIONAL DIFFICULTY FOR THOSE SEPARATED FROM THEIR FAMILIES, TIRESOME AND OFTEN MONOTONOUS LABOR, LONG HOURS, LOW WAGES, CONFINEMENT TO THE HOUSE, DIFFICULTY IN ACQUIRING AN EDUCATION, SOMETIMES TREATED AS INFERIOR BEINGS BY THEIR EMPLOYERS.) WHAT MIGHT SOME BENEFITS BE? (SHELTER, $, FOOD, A WAY OF GETTING TO THE CITY)

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slide 15: WHERE ARE THE CHILDREN IN THIS SLIDE PLAYING? WHAT DO YOU THINK THIS WATER IS USED FOR?

Deficiencies in potable or running water and sanitary waste disposal, rather than in shelter, are the most severe problems facing Brazilian cities. Few favelas have access to water pipage and public pumps are often located at a distance from the squatters' homes. They must, therefore, fetch water in cans and buckets for cooking, drinking and cleaning and use streams for washing their clothes and bathing. Favelas do not have sewage systems either. Most squatter settlements use rudimentary ditches or some other drain, lake or river. These open sewers contaminate drinking water and pollute streams. Poor sanitation threatens the health of neighboring households and makes illness spread faster.

In recent years, neighbors in some city slums have been working together to petition government and international agencies for aid to install sewage and water supplies. The government has not taken adequate action and in many cities less than half the population has running water and sewerage in their homes.

Questions:

- WHY WOULD LACK OF RUNNING WATER AND SEWAGE DISPOSAL BE A GREATER PROBLEM THAN FLIMSY SHELTER? (TELL THE CLASS TO THINK ABOUT THE CLIMATE AND HYGIENE)
- HOW DO MOST SQUATTERS GET THEIR WATER AND WHAT DO MANY OF THEM USE FOR SEWERS?
- WHY IS THIS A PROBLEM?
- WHAT ARE SOME SQUATTER SETTLEMENTS IN BRAZIL DOING TO GET RUNNING WATER AND SEWER SYSTEMS INSTALLED?

III. NUTRITION

slide 16: WHAT ARE THE PEOPLE IN THIS SLIDE DOING?

Although malnutrition and infant mortality are pressing problems in Brazil among the lower classes, the middle and upper classes generally enjoy more substantial and regular diets. Breakfast in Brazil usually consists of coffee or hot milk with bread and butter and cheese or marmelade. Often Brazilians drink juice or eat fruit with their breakfast also. Lunch and dinner are the major meals and often consist of beans, rice, meat, salad, fruit, potatoes, and bread.

The national dish of Brazil is feijoada, which consists of black beans cooked with 5 or 6 kinds of meat; chopped greens; oranges; manioc flour; and rice. Brazilians also eat Italian food regularly as there is a large percentage of Italian immigrants in Brazilian cities. Spaghetti and noodles are considered as important as traditional food because due to government subsidies in recent years, they are cheaper than beans and rice. Brazilians are also accustomed to drinking coffee and beer from an early age.

Most Brazilian cities are tropical and located along the coast, so seafood and fruit are plentiful (for those who can afford them.) A large diversity of ethnic foods can be found in Brazilian cities, as international restaurants are quite popular.

Questions:

- WHAT IS THE NATIONAL DISH OF BRAZIL CALLED? OF WHAT TYPE OF FOODS DOES IT CONSIST?
- IS THERE A NATIONAL DISH IN THE U.S.? WHAT TYPES OF FOODS OR DISHES ARE COMMONLY EATEN HERE? ARE THERE ANY HOLIDAYS IN THE U.S. WHEN MOST PEOPLE EAT THE SAME FOODS?
- WHAT OTHER TYPES OF FOOD DO BRAZILIANS EAT?
- WHY DO YOU THINK THAT SEAFOOD AND FRUIT ARE PLENTIFUL IN MOST BRAZILIAN CITIES?

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slide 17: WHAT ARE SOME OF THE PROBLEMS THAT POOR CHILDREN MIGHT FACE?

Malnutrition is a large problem in Brazil. According to 1974-75 nutrition data, 20% of Brazilian children through age 17 suffered from severe malnutrition. Severe malnutrition impairs brain development and stunts physical growth, which often becomes permanent. The life expectancy and infant mortality rate reflect the uneven distribution of wealth as both are worse in Brazil than in other countries with the same level of GNP.

Although there have been improvements in public health, which, in part, account for increases in life expectancy and decreases in infant mortality in the past few decades, Brazil still has a long way to go. While the problems of malnutrition mostly stem from poverty, the changing values with the influx of consumer goods and the lack of adequate education concerning health contribute to these problems.

The desire to own consumer goods sometimes leads lower-middle income families to purchase televisions, blenders, radios, and other popular items while falling short of caloric requirements. There is also increasing economic concentration in luxury goods and export agriculture because they yield higher profits than foodstuffs for the domestic market. Presently, Brazil is the world's second largest exporter of foodstuffs. It is also the leading coffee producer, and has recently become the world's largest sugar and second-largest soybean producer.

For the past 10 years domestic food production has been in crisis, while the agro-export sector of the economy has been expanding. The standard diet is rice and beans, yet with growing inflation, the lower class often cannot afford beans and must water down their soup to make it last longer. Other common foods are corn, manioc, wheat, cocoa, bananas, oranges, vegetables and spaghetti.

Questions:

- WHAT ARE SOME OF THE SYMPTOMS OF SEVERE MALNUTRITION?
- WHAT ARE SOME FACTORS THAT MIGHT AFFECT LIFE EXPECTANCY AND INFANT MORTALITY RATES? (DIET, MEDICAL CARE, POVERTY, CHANGES IN VALUES, EDUCATION, ETC.)

- WHY DO YOU THINK COUNTRIES MIGHT PRODUCE FOOD FOR EXPORT INSTEAD OF GROWING FOOD FOR DOMESTIC CONSUMPTION? (OFTEN YIELD HIGHER PROFITS BY EXPORTING FOOD, BUT IN TURN COUNTRIES MUST IMPORT FOOD FOR DOMESTIC CONSUMPTION)

IV. SHOPPING

slide 18: WHAT DOES IT LOOK LIKE THE PEOPLE IN THIS SLIDE ARE DOING?

Feiras are outdoor public markets that can be found in major Brazilian cities as well as in small towns. Street markets are moved about the city on trucks and are set up at night on specific days of the week in different districts to prepare for the early morning shoppers. They block traffic and scatter garbage on the city streets that are closed on the dia de feira (market day). Peasants and family farmers sell their products to the owners of the market stalls who act as entrepreneurs (small business people) in the urban market.

Each stall specializes in certain products - like vegetables, eggs, meat, flowers, fruit, cereals and sometimes even religious objects and leather goods. These urban feiras are frequented not only by rural migrants, but by sophisticated families from modern apartments who believe that they get fresher vegetables and better meat at lower prices than in their supermarkets and neighborhood stores.

The dia de feira is an old tradition in Brazil; in fact, the Portuguese language calls the days of the week by market terms. Monday is called segunda feira (second market), Tuesday tercera feira (third market), and so on through Friday. Only Saturday and Sunday have day names. There are also other types of open markets in Brazilian cities such as the weekly "Hippie Fair" in Rio de Janeiro where artists set up stalls in the plaza to sell their arts and crafts.

Questions:

- WHAT TYPES OF GOODS ARE SOLD AT FEIRAS?
- WHO GOES TO FEIRAS AND WHY MIGHT PEOPLE TC TO THEM?
- WHERE DO THE NAMES OF THE DAYS OF THE WEEK IN PORTUGUESE COME FROM?
- ARE THERE OTHER TYPES OF OPEN MARKETS IN BRAZILIAN CITIES?
- WHAT TYPE OF MARKETS IN THE U.S. MIGHT COMPARE WITH BRAZILIAN MARKETS?

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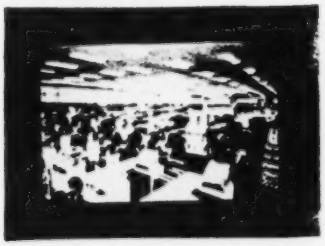
slide 19: CAN YOU TELL IN WHAT TYPE OF MARKET THIS SLIDE WAS TAKEN?



Brazilian commercialism does not stop at the public market or weekly fair. General stores, as well as shops specializing in specific items, such as: clothing stores, appliance shops, sewing stores, leather shops, etc. are located throughout the cities. Brazil also has modern supermarkets very similar to those found in the U.S.

In contrast to the diversity of vibrant colors, the freshness of a wide variety of tropical fruits and vegetables, and the bustling noise of merchants shouting out the quality and price of their goods, the supermarket presents a much more subdued setting than the outdoor market. Nevertheless, supermarkets contain canned and frozen goods, pre-packaged foods, and imported products that cannot be found in the open-air markets. They are also opened everyday to serve the local consumers.

Brazilian supermarkets are a sign of modernity. They also offer certain goods which cannot be found in American supermarkets, such as: guarana, a tasty soft drink made from small berries found in the Amazon region; cachaca, a rum made from sugarcane; and other items, including a selection of salted dried meats. The products found in supermarkets are expensive relative to lower class salaries. The supermarket customer, consequently, is generally a member of the middle or upper class.

Questions:

- IN WHAT WAYS DO YOU THINK THE SUPERMARKET IS DIFFERENT FROM THE FEIRA?
- GENERALLY PEOPLE OF WHICH CLASSES SHOP AT THE SUPERMARKET? WHY DO YOU THINK THIS IS SO?
- IN WHICH TYPE OF MARKET DO YOU PREFER SHOPPING?

V. EDUCATION

slide 20: WHAT ARE THESE CHILDREN DOING? HOW DOES THIS CLASSROOM DIFFER FROM YOUR CLASSRROM? HOW IS IT SIMILAR?

This is a slide of a public school in Brazil. In recent decades, Brazil has made tremendous advances in the area of education by expanding public and private schools, as well as university facilities. Nevertheless, due to Brazil's rapid population growth, a greater number of people are denied access to formal education than ever before. Although a national adult literacy program raised the literacy rate from 66% to 86% since 1971, at least 18 million Brazilians today cannot read or write (about 15% of the population).

Since 1934, every Brazilian constitution has guaranteed all citizens access to a free and compulsory primary education. However, it has never been possible to enforce this provision, as there are not enough teachers and classrooms to accommodate all potential students. The government has focused on improving the quality of higher education instead of trying to extend primary education to a larger portion of the population. According to 1977 calculations, only 51% of Brazilians between the ages of 5 and 19 were attending school.

Children, especially those in the favelas, are often denied an education either because they do not live within the boundaries of an official school district or because they cannot afford entry fees, school supplies, and uniforms. Even those who manage to get into school by using the residence where their mothers work as maids and by using hand me down uniforms and books, often must quit school to work so that they can help support their family. There is a high percentage of primary school dropouts due to lack of money and resources. Government

expenditure per student in primary grades is relatively low.

Questions:

- WHY MIGHT MORE BRAZILIANS BE ILLITERATE TODAY THAN EVER BEFORE, EVEN THOUGH THE PERCENTAGE OF THE POPULATION THAT CAN READ AND WRITE HAS RISEN?
- WHAT ARE THE REASONS THAT THE GOVERNMENT HAS NOT BEEN ABLE TO CARRY OUT THE 1934 STIPULATION THAT ALL CITIZENS HAVE ACCESS TO A FREE AND COMPULSORY EDUCATION?
- WHY IS THE GOVERNMENT MORE INTERESTED IN IMPROVING THE QUALITY OF HIGHER EDUCATION THAN IN EXTENDING PRIMARY EDUCATION TO THE MASSES?
- WHAT ARE SOME OF THE REASONS THAT CHILDREN IN THE FAVELA ARE DENIED A FORMAL EDUCATION?

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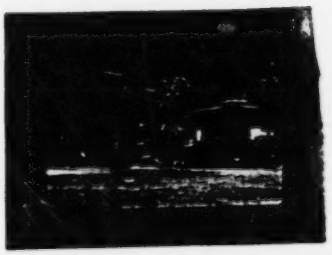
slide 21: WHY DO YOU THINK THAT THERE IS AN AMERICAN SCHOOL IN RIO DE JANEIRO? HOW DO YOU THINK IT MIGHT BE DIFFERENT FROM OTHER SCHOOLS IN BRAZIL?



Private international schools are located in the large Brazilian cities. Most of the students in American schools are children of both U.S. and Brazilian diplomats, multinational business people, and missionaries. Often they grow up in various countries because of their parents' international careers. Attending international schools allows them to maintain consistency in their education and provides them with the college preparatory classes needed to attend universities abroad. Classes at the American school are taught in English, but classes at other international schools are taught in different languages. Nevertheless, most Brazilian private schools teach classes in Portuguese.

The quality of education in many Brazilian schools in the big cities is excellent, however, and most Brazilian university students do not go abroad to study. The Brazilian educational system generally consists of 5 years of what can be compared to our elementary schools. Next comes ginasio and colegio which together require about 7 years. These can be compared roughly to our junior and senior high school. Entrance to the university is difficult, and it generally requires a special college

preparation course. Trade schools in the commercial, agricultural, and industrial sectors are more accessible than the university and thus have a higher enrollment.

Schooling has traditionally been considered a privilege of the middle and upper classes, as inequality of resources makes it difficult for children of the lower class to attend school. Those who have attended school invariably receive a higher status than those who have not. While there is no direct correlation between educational level and social level, the more formal training one receives the greater one's chances to rise on the social scale. Individual municipalities spend more money per student for schools located in the most affluent urban areas. Many immigrants have used education to better their position in society.

Questions:

- WHY MIGHT BRAZILIAN STUDENTS ATTEND AN INTERNATIONAL SCHOOL WHEN BRAZIL HAS EXCELLENT SCHOOLS OF ITS OWN?
- IN WHAT WAYS COULD YOU COMPARE EDUCATIONAL INSTITUTIONS IN BRAZIL TO THOSE IN THE UNITED STATES? (THINK ABOUT THE NUMBER OF YEARS OF SCHOOLING, TRADE SCHOOLS, ETC.)
- DO YOU THINK OF EDUCATION IN THE UNITED STATES AS BEING A PRIVILEGE? WHAT ABOUT IN BRAZIL?
- DOES EDUCATION AFFECT ONE'S SOCIAL STATUS IN THE U.S.?
- HAVE IMMIGRANTS IN THE U.S. USED EDUCATION TO BETTER THEIR POSITION AND TO PREPARE THEM FOR BETTER JOBS?

VI. TRANSPORTATION

slide 22: WHAT KIND OF PUBLIC TRANSPORTATION DO YOU SEE IN THIS SLIDE? WHAT OTHER MEANS OF TRANSPORTATION DO YOU SEE?

Because the majority of Brazilians do not own automobiles, they depend on public transportation systems to get around the city. The most common mode of public transportation is the bus, but Rio de Janeiro and São Paulo also have subways. Buses in Brazilian cities are overcrowded during rush hour, as is true in most other large cities in the world. In comparison to the U.S., which lacks good urban transport, Brazil can be considered ahead.

The enormous growth of passenger bus traffic has been one of the most impressive developments in *Brazil in recent years.* The completion of paved highways has contributed to the low-cost modern bus transportation joining the nation in an extensive network of interstate bus lines. Large bus terminals in major cities have been outgrown by the unexpectedly rapid increase in passenger traffic.

Buses for long distance traveling are comfortable and clean with reclining seats and some even have a restroom aboard. The cost of tickets places bus travel generally within the means of much of the population. The low cost of public bus transportation within the city makes it basically available to everyone.

The cart which the boy in the slide is pulling might be considered another means of transportation. Poor children in the city must work to earn a living and this is an example of one way they can contribute to their family income. They go to different apartments and houses throughout the city collecting old newspapers and bottles that they purchase from people at a very low price. They then sell them for a small profit. Not only is this a way for poor children to sustain themselves, but it also serves as a means for recycling.

Questions:

- HOW DO MOST BRAZILIANS GET AROUND THE CITY?
- HOW DO BUSES IN BRAZILIAN CITIES AS WELL AS THOSE FOR LONG DISTANCE TRAVEL SEEM TO COMPARE TO BUSES IN THE UNITED STATES?
- WHAT IS ONE WAY THAT THE SLIDE PORTRAYS FOR POOR CHILDREN TO EARN A LIVING? CAN YOU THINK OF OTHER WAYS? (SHINING SHOES, SELLING CIGARETTES AND CANDY, WORKING AS MAIDS, ETC.)

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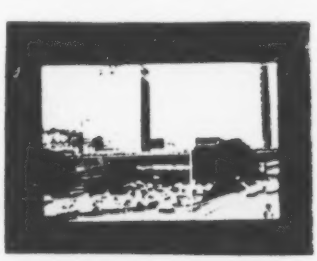
slide 23: WHAT ARE SOME OF THE URBAN PROBLEMS CAUSED BY PRIVATE MEANS OF TRANSPORTATION?



The personal automobile is a symbol of middle class rather than upper class status in Brazil and is generally taken for granted among these classes as are refrigerators and television sets. With the growth of the automobile industry and the tremendous

increase in the number of people who own cars since 1970, highways and city streets have become overcrowded, especially during rush hour traffic.

The greatly expanded road system has brought most of Brazil within the reach of personal experience for many middle class Brazilians. Today auto touring is considered a major form of recreation, even though gasoline is very expensive (around 3x the price that it is in the U.S. per gallon). The rise of Brazilian travel throughout the country has broken down much of the geographic and psychological isolation of this vast land.

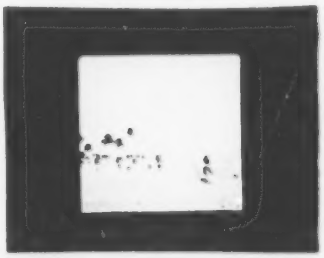
Brazil produces all of its own cars, as well as manufacturing trucks, armored vehicles, ships, and airplanes. Brazil has very little oil of its own, which is one reason why gasoline is so expensive. More than 70% of all Brazilian automobiles are powered with a mixture of gasoline and alcohol, called gasohol. Brazilians are pioneers in this field, as much of the alcohol comes from a variety of agriculture products that are primarily cultivated for this use in Brazil. This is one way that Brazil has been trying to deal with its lack of oil.

Questions:

- IS THE AUTOMOBILE A SYMBOL OF MIDDLE CLASS OR UPPER CLASS STATUS IN BRAZIL? WHAT ABOUT IN THE U.S.?
- WHAT HAVE BEEN SOME OF THE RESULTS THAT HAVE OCCURRED WITH THE RISE OF BRAZILIAN TRAVEL THROUGHOUT THE COUNTRY?
- DOES BRAZIL PRODUCE ITS OWN CARS? WHAT OTHER VEHICLES DOES BRAZIL PRODUCE?
- WHY IS GASOLINE SO EXPENSIVE IN BRAZIL?
- WHAT IS THE NAME OF THE MIXTURE USED IN MORE THAN 70% OF ALL BRAZILIAN CARS TO MAKE THEM RUN? FROM WHAT IS THIS MIXTURE MADE?

VII. RECREATION

slide 24: WHAT ARE THE PEOPLE IN THIS SLIDE DOING?



The type of recreational activities that Brazilians pursue is influenced by economic factors, as private facilities are unaffordable for the members of the lower class as well as for some members of the middle class. Furthermore, the lower class does

not have much time for organized activity after working long hours at tiresome manual labors. Most Brazilians, nevertheless, love to be out in the sun. Those who live in cities along the coast swim in the ocean, walk along the public beaches, "hang out" in the parks, or converse with friends in the street when they are not working.

Lower class Brazilians watch television for diversion, go to movies and professional soccer games, and play soccer in the street or wherever they can find open land. Due to the growth of urban development projects in recent years, some informal soccer fields have been destroyed. In some instances, this has forced soccer to move further outside the city.

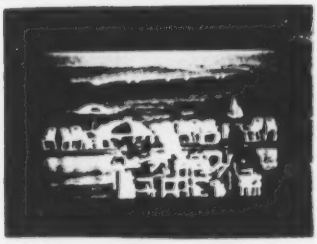
Brazilians also love to dance and spend many free evenings at samba clubs or dance halls. The modern samba is known as the typical Brazilian rhythm and dance, which essentially evolved from African dance and music. The escola de samba, which is a Brazilian dance "school" or group, is popular among the lower classes too. It is called a "school" because the members are "professors" of samba. During the year, the school practices dance steps in preparation for Carnival with the ultimate purpose of dancing as a group in the Carnival parade and of winning the prize for the best escola or group.

Some men in the cities attend capoeira clubs, although they are most popular in the northeast region. Capoeira is both a dance and a system of defense and attack similar to jujitsu, which was brought to the New World by slaves from Angola.

Questions:

- WHY DO YOU THINK THAT THE RECREATIONAL ACTIVITIES IN WHICH THE LOWER CLASS PARTICIPATES ARE OFTEN LESS ORGANIZED AND INSTITUTIONALIZED THAN THE ACTIVITIES OF THE MIDDLE AND UPPER CLASSES?
- WHAT ARE SOME FACTORS THAT AFFECT THE TYPE OF RECREATIONAL ACTIVITIES IN WHICH THE LOWER CLASS PARTICIPATES?
- DO THESE FACTORS ALSO AFFECT THE RECREATIONAL ACTIVITIES PURSUED BY THE LOWER CLASSES IN THE U.S.?
- CAN YOU NAME SOME TYPES OF RECREATION AMONG THE LOWER CLASS THAT ARE SIMILAR TO THOSE IN THE U.S.? HOW ABOUT SOME THAT ARE DIFFERENT?
- WHAT IS THE TYPICAL BRAZILIAN RHYTHM AND DANCE CALLED?

slide 25: WHAT ARE THE PEOPLE IN THIS SLIDE DOING AND WHERE MIGHT THEY BE?



Every conceivable sport can be found in Brazil. Yet because many recreational activities are expensive, some can only be enjoyed by the middle- and upper classes. Wealthy Brazilians often own country homes, varying from a rather humble cabin to extremely luxurious estates with a swimming pool, beautiful gardens, and even a tennis court and sauna. Those who do not own their own country homes still manage to spend time outdoors by going to public resorts with restaurants and a pool, river or some place to swim.

For those who want social association, there are also numerous private clubs close to the urban centers of Brazil, like the one in the slide. There are sports clubs, yacht clubs, jockey clubs, tennis clubs, etc. Clubs exist for various levels of society. The wealthy often belong to country clubs with beautiful golf courses, yet even those of modest means may belong to a small club with a swimming pool. Handgliding, surfing, sailing, windsurfing, and water skiing are all popular beach sports enjoyed by the upper and sometimes middle classes.

Rollerskating, riding bicycles and jogging along the beach have also become popular activities in Brazil. Wealthy Brazilians enjoy going to theater in the cities, which is both innovative and exciting. For dancing, they often attend nightclubs, which can be quite expensive.

Questions:

- WHY ARE THERE SOME SPORTS IN WHICH ONLY MEMBERS OF THE MIDDLE- AND UPPER-CLASSES PARTICIPATE?
- WHAT ARE SOME OF THE RECREATIONAL ACTIVITIES THAT UPPER- AND SOMETIMES MIDDLE-CLASS MEMBERS OF BRAZILIAN SOCIETY PURSUE?
- ARE THESE SAME TYPES OF ACTIVITIES AND CLUBS FOUND IN THE U.S.?
- HOW MIGHT THESE RECREATIONAL ACTIVITIES DIFFER FROM THOSE OF THE LOWER CLASS?

Suggested Activities:

#1 PLAN A CITY

The capital of Brazil is called the city of the 20th century. When the government decided to make Brasília the new capital of the country, much planning was necessary. This was especially true because Brasília was to be built in the middle of the wilderness. Presently, there is much controversy about the city's success.

Pretend that the government has just hired you to plan a city rwhich will become your nation's new capital. The location of this new city will be 9,000 miles in the wilderness and there are NO ROADS, ELECTRICITY, OR WATER.

- How would you start to plan a city?
- What information might you have to find before you could start to plan?
- What facilities would you need?
- What type of people would you hire to help you?
- What design would you make for laying out the city?

Draw a blueprint and set a timetable for planning a 21st century city. Think about the ways in which cities are changing as technology advances. You might include the type of transportation system that you would design for your city, or different types of services that your city would provide. Most important, be creative!

The teacher might consider inviting a city planner or architect to talk to the class about city planning.

#2 TRAVELOGUE

Pretend that you are a travel commentator and must give a presentation describing your visit to Brazil's principal cities. Because you probably have not actually had the opportunity to make a trip to Brazil, you will have to do some research. To get a picture of what Brazilian cities look like, refer to travel books and brochures. You might even go to a travel agent to get some travel literature or other information. Include visual aids in your presentation as well as interesting facts and anecdotes that you have found.

Here are some ideas for visual aids that you might include:

1. A map to pinpoint the cities that you have visited. You can make your own map or else use one that is already made.

2. Postcards, photographs, and momentos. You might display them in a scrapbook or collage.

3. A slide presentation.

4. A homemade film strip. You might paste or draw pictures on a roll of paper attaching each end to a cardboard tube (from paper towels or the like) to form a scroll. Turn your filmstrip through the opening of a large box, narrating as you go.

5. Use any other type of visual aids that you can think of to enhance your presentation. Once again, be creative!

Suggested activities #1 and #2 adapted from:

Ann Cole, Caroly Haas, Elizabeth Heller, and Betty Weinberger, Children are Children are Children, (Boston: Little, Brown and Company), 1978.

CARNIVAL SONGS:

Carnival songs are lyrical and sometimes reflect problems confronting Brazilians in their everyday life. Brazil's lack of housing is a recurrent theme in its rich heritage of popular music. Some of the best-loved songs, particularly thoe composed in the 1950's, have political overtones. The paradox of the construction worker, who cannot afford to buy a home but spends his days building houses for others, is expressed in the following popular Carnival hit, "Pedreiro Waldemar," by Roberto Martins and Wilson Batista.

Você conhece o pedreiro Waldemar?	Do you know the stonemason Waldemar?
Não conhece?	You don't know him?
Mas eu vou lhe apresentar de madrugada toma o trem da circular.	But I'll introduce you early one morning, as he gets the train.
Faz tanta casa e não tem casa pra morar.	He makes so many houses, but doesn't have anywhere to live.
Leva a marmita embrulhada no jornal.	He takes his pot of food, wrapped up in newspaper.
Se tem almoco, nem sempre tem jantar.	If he has lunch, he doesn't always have supper.
O Waldemar que é mestre no ofício.	Waldemar is a craftsman at his job.
Constroi edificio e depois não pode entrar.	He builds buildings and then cannot go in them.

Another Carnival hit was the "Marcha do Caracol" by Peter Pan and Alfonso Teixeira:

Francamente, se e para viver nessa agonia,	To tell the truth, if I've got to live in this hell,
eu preferia ter nascido caracol;	I'd rather have been born a snail;
levava minha casa nas costas muito bem;	then I could carry my home on my back;
não pagava aluguel, nem luvas a ninguém;	I wouldn't pay rent, or key money to anyone;
morava um dia aqui, outro dia acolá;	I'd live one day here, another day there;
Leblom, Copacabana, Madureira ou Irajá.	Leblom, Copacabana, Madureira or Iraja.

(songs from Latin America Regional Reports Brazil RB-82-03, 12 March 1982)

LESSON 7: UNIFYING CULTURAL FORCES

Objectives:

Students will ...

- view slides and discuss family, politics, religion, carnival, art, literature, and music, soccer, television and film, press and radio, and food in Brazil
- think about some of the ways in which culture creates national unity in Brazilian cities and draw comparisons with the United States
- obtain a sense of what culture means and how other cultures may be different from one's own

Materials:

slide projector
slides 26 - 35
any visual aids that might enhance presentation

Introduction:

IN WHAT WAYS DOES CULTURE CREATE NATIONAL UNITY?

Now that we have seen that Brazil is an immense nation with a diverse population and that its cities have many social and material contrasts, we will look at the remarkable cultural unity that it has achieved.

The basic culture of Brazil is Luso-Brazilian (Luso is short for Lusitanean or Portuguese), which began when the Portuguese colonists came to Brazil in the 16th century. African and American Indian traits have survived and contributed much to the national culture. Yet the national culture is not an equal mixture of all three traditions. Rather African and American Indian traits were added to an essentially Portuguese culture, creating something new. The only cultural models for the African and Indian slaves and their mixed descendents during colonization were their Portuguese, Catholic, and aristocratic masters. Nevertheless, not all of the Portuguese were slave owners. Whites of all social classes were in Brazil and shared the dominant culture.

As the dominant group in colonial days, the Portuguese were able to force their European culture on many aboriginal peoples and African slaves. Yet in turn, Indians and Africans were able to influence the development of European customs in the New World, as did the exotic force of the physical environment. Thus, Brazilian national culture is not simply a Portuguese way of life transposed to the New

World, but a unique development of a diverse heritage molded into a distinctive whole.

The fusion of races and cultures early on in Brazilian history was a key advantage for building a strong feeling of national identity. The immigration of Italians, Germans, Spanish, and other European peoples as well as the Japanese has also contributed to the national culture.

The institutional structure and economic organization has shaped the evolution of national culture. We will now look at some of the ways that national culture creates unity in Brazilian cities through the institutions of the family, politics, religion, carnival, soccer, the arts, television and film, the press and radio, and food.

Procedure:

1. Review Vocabulary: BAHIANA, DEBILITATING, DEMOCRACY, FAROFA, FUTEBOL, BANCO DO JORNAL, NATIONALISTIC, NATIVISTIC, PARENTELA, and PROPAGANDA. (Definitions are in glossary).

2. Explain the objectives of the lesson and discuss the meaning of culture.

3. Present the slides and ask the questions accompanying each slide description just as you did in the last lesson.

4. Individual Activity: You may want to have the class choose one of the following topics for writing a composition:

   a) "What Are Your Impressions of Brazil?"
   Have the class write a composition or a letter to a family member or friend about their impressions of Brazil. They should draw on the information from the slides and discussions in previous lessons. Students might want to compare certain aspects of Brazilian life with ways of life in the U.S.

   b) "What are Your Impressions of the U.S.?"
   Have the students pretend that they are Brazilians visiting the U.S. They should write letters to their families about their impressions. Once again, they should draw comparisons between "their" country and the one they are visiting.

   c) Have students do a research project on some aspect of Brazil discussed in the unit.

5. Have the class make a CARNIVAL CELEBRATION as a final project to complete the unit. See suggested activity: "MAKE YOUR OWN CARNIVAL".

6. FOR FURTHER DISCUSSION:

   IN WHAT WAYS DOES BRAZILIAN CULTURE CREATE NATIONAL UNITY?

   CAN YOU THINK OF WAYS IN WHICH YOUR OWN CULTURE DIFFERS FROM THAT OF BRAZIL?

   ARE THERE CULTURAL ELEMENTS IN THE U.S. THAT SEEM TO UNITE THE COUNTRY?

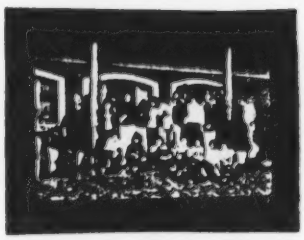
   WHAT TYPES OF ACTIVITIES DO YOU AND MEMBERS OF YOUR FAMILY DO THAT MAKE YOU SPECIFICALLY FEEL LIKE A CITIZEN OF THE U.S.?

UNIFYING CULTURAL FORCES

SLIDE TEXT AND DISCUSSION QUESTIONS

I. FAMILY

slide 26: WHAT DO YOU THINK MIGHT BE CONSIDERED THE MOST IMPORTANT INSTITUTION OR GROUP IN BRAZILIAN SOCIETY FOR CREATING AND MAINTAINING NATIONAL UNITY?



The family is a fundamental institution in Brazil as in other countries for creating national unity and maintaining social values. Although there are many Brazilians without family or kinsmen, the institution of the family functions as an "ideal pattern" toward which many people aspire.

The family is usually considered the most important single institution in Brazilian society. Throughout Brazilian history important families have dominated the economic, political, and even religious life of various regions and of the nation. The term "family" in Brazil has not only covered the nuclear family (husband, wife, and children), or just the patriarchal family, consisting of the patriarch, his wife, their sons and daughters, often the latter's spouses and children, and slaves during plantation days. The traditional Brazilian family that dominated politics, economics, and religion, rather included a unit larger than the patriarchal family.

The term parentela (kinship group) or "clan" has been used to describe these larger groups consisting of all the recognized relations on both one's mother's and one's father's side, along with the kinsmen of one's spouse. In the orbit of the parentela were often included "a periphery not always well delineated," which in the 19th century, consisted of Africans and Indians, slaves and squatters, concubines of the patriarch and his illegitimate children. Kinship played an important role in ideal patterns of marriage, in becoming appointed or elected to political office, in economic life, and in social relations.

The drastic social, economic, and political changes in Brazilian society during the last decades would seem to argue against the continuation of such a way of life, especially because the majority of Brazilians have never had a large parentela. It was an institution of the small elite in which the lower classes of the city and rural areas only participated marginally. Nevertheless, the traditional institution of the family still persists today as an ideal pattern for people of various classes in the cities, towns and even the countryside. Thus its study is essential in order to understand modern Brazil.

Another important aspect about the Brazilian family is the treatment of old people. As in all latin cultures, old people play an important role in the formation of social values in the younger generations. Children generally respect the experience and knowledge of their parents and grandparents and take care of them in their old age.

Questions:

- TO WHAT RELATIONSHIPS DOES THE TERM "FAMILY" EXTEND?
- WHY IS THE FAMILY CONSIDERED SUCH AN IMPORTANT INSTITUTION FOR BRAZILIAN UNITY?
- CAN YOU THINK OF BOTH SIMILARITIES AND DIFFERENCES IN THE WAY IN WHICH THE "IDEAL FAMILY" FUNCTIONS IN THE U.S. AND BRAZIL?
- COMPARE THE TREATMENT OF OLD PEOPLE IN THE U.S. AND BRAZIL, AS WELL AS IN OTHER COUNTRIES IN LATIN AMERICA.

II. POLITICS

slide 27: WHAT CAN YOU TELL ABOUT THE PEOPLE IN THIS SLIDE?

The State is another institution that has been fundamental in providing Brazil with national unity. The relative stability of the Brazilian state during the colonial period, during the empire and during the republic allowed government institutions to extend into, although often not profoundly influence, isolated areas of the nation.

Brazil has long been legally and structurally a national state with the apparatus of a modern Western nation. Yet many of the national institutions have historically lacked the democratic character that they theoretically claim to contain. Brazil is formally a representative democracy with universal suffrage to all Brazilians over 18 years of age, provided that they can read. One only must be able to sign one's name to be able to vote, but even this restriction elimates more than half of the voting age population, especially whose in rural areas and urban slums. Despite the tremendous growth of the electorate in Brazil since 1930, until recently only a small minority had actually participated in the Brazilian democracy. With the growth of abertura ("opening"), a movement that began in 1976 to increase democracy, mass participation in Brazilian politics has expanded. After the military coup in 1964 until 1982, there were few elections for state officials and no elections for presidential candidates.

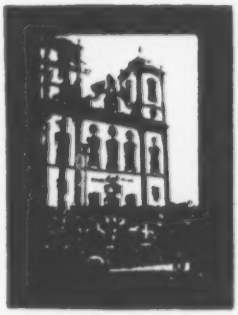
In the fall of 1982, elections for governors and senators took place throughout the country and opposition parties won major victories in the industrialized cities in the South. The election characterized by creativity and innovative ideas, became the popular talk for many months as everyone was interested in and followed this national event. Tired of military repression, Brazilians in the past five years have continued to seek new directions for their country in the realm of politics. The authoritarian period has been giving way rapidly to new, democratic institutions, which has had a big impact on urban life.

Questions:

- WHY IS THE NATIONAL GOVERNMENT AN IMPORTANT INSTITUTION FOR UNIFYING BRAZIL?
- NAME SOME OF THE TYPES OF GOVERNMENT THAT BRAZIL HAS EXPERIENCED?
- WHAT WERE SOME OF THE RESTRICTIONS IMPOSED BY THE MILITARY REGIME FROM 1964 UNTIL 1978?
- WHAT TYPE OF GOVERNMENT DOES BRAZIL HAVE TODAY?

III. RELIGION

slide 28: WHAT IS THE PREDOMINANT RELIGION IN BRAZIL? CAN YOU GUESS BY LOOKING AT THE SLIDE?



Brazil can be thought of as a Catholic culture, as the roots of Catholicism are deep in the national way of life. There are more Catholics in Brazil than in any other country in the modern world. More than 90% of the population considers itself Catholic. Catholicism is related to the whole history of Brazil - its colonization, the occupation of its territory, and the establishment of its basic institutions.

Brazilian Catholicism has a rather unique national quality. The Church not only provides Brazil with a strong unifying force, but it also coexists with other forms of religion. A large proportion of Brazilians are Catholics by tradition rather than by strong faith and strict following of the dogma and ritual of the Church. Many Brazilians rarely go to mass and confession, yet they are baptized, married and hope to be buried as Catholics.

Today Church and State are theoretically separated in Brazil according to the constitution. By law there is complete freedom of religious belief and activity. Religious tolerance is practiced in Brazil, perhaps to a greater extent than in any other Latin American republic. Protestant revivalist churches and Afro-Brazilian religions have been growing rapidly.

The Church is influential in Brazilian life simply because so many Brazilians are Catholics. It is also a world leader in the new social doctrines of the grass roots base at the parish level. Many church leaders have taken an active role in politics to help people in poor communities. They have begun to criticize social oppression, lack of democracy, and the weakness of a government commitment to combat poverty. Many of the Catholic holidays in Brazil are also public holidays and many schools are run by the Church.

Questions:

- WHY CAN BRAZIL BE THOUGHT OF AS A CATHOLIC CULTURE?
- ARE MORE BRAZILIANS CATHOLIC BY TRADITION OR BY STRONG RELIGIOUS FAITH?
- WHAT ARE SOME OF THE WAYS THAT THE CHURCH CONTRIBUTES TO BRAZILIAN SOCIETY?
- ARE BRAZILIANS TOLERANT OF OTHER RELIGIONS?

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slide 29: WHAT CAN YOU TELL ABOUT AFRO-BRAZILIAN RELIGIOUS CULTS FROM THIS SLIDE?

In nearly all large Brazilian cities today people participate in Afro-Brazilian religious cults. Some estimates say that nearly 1 out of every 4 Brazilians participate in these cults. Afro-Brazilian religions originated from the traditional African cults brought to Brazil by slaves and reinterpreted in the New World. Although these cults were originally African, they are today fused with Catholicism and elements of other belief systems. Many of their followers are also religious Catholics. The cults are called by a variety of names (Candomble in Bahia, Umbanda and Macumba in Rio de Janeiro), as their rituals and beliefs differ thoughout the country.

Each cult has a special place where its ceremonies are conducted, either a shed constructe for this special purpose, or at times in a converted house. Such places of worship include alters where statues of the gods are kept. The residents of the leaders are frequently nearby.

These cults follow a precise ceremonial calendar. Each god has its sacred day on which specific rituals are performed. Each deity (god) has a symbol, a set of colors, a set of songs, a way of dancing, a characteristic dress worn by the individual who "receive" it, and preferred foods which are offered at its alter.

The deities of these cults are often African in origin, but each is identified with a Catholic saint. The organization is formal and elaborate, and during rituals people become possessed by their gods, taking on their characteristics. Spiritual life is important in Brazil and cult rituals are incorporated into public ceremonies. Participants are in large part members of the lower class, although a number of middle class people also take part.

Questions:

- CAN BRAZILIANS PRACTICE BOTH CATHOLICISM AND AFRICAN CULT RELIGIONS AT THE SAME TIME?
- WHAT HAPPENS TO PARTICIPANTS DURING THE RITUAL?
- WHAT ARE SOME OF THE CHARACTERISTICS OF AFRICAN RELIGIOUS CULTS?

IV. CARNIVAL

slide 30: WHAT ARE SOME OF THE WAYS THAT THE PEOPLE IN THIS SLIDE ARE CELEBRATING CARNIVAL?

The most exciting festival in Brazil is Carnival, which begins the Saturday before Lent and is celebrated with masquerade balls, parades, singing, dancing, and feasting. The preparation and enthusiasm for this national event begins months in advance in all parts of the country. During Carnival, there is little sleep, regular meals are forgotten, and people spend money they have saved on elaborate costumes and holiday celebration. It is said that all of Brazil dances for 3 days straight and on the fourth day only the street cleaners are left.

The most famous Carnival celebration is in Rio de Janeiro. The streets of Rio are decorated with masks of huge clowns and devils placed on poles or hanging from lamp posts. Floats of angels, witch doctors, pirates, sailors, and historical characters parade down the wide avenues closed off to cars. The highlight of Carnival in Rio is the 18-hour pageant in which 20 samba schools compete in a song and dance contest.

Each school puts on a spectacular show revolving around a central theme - historical events, movies, famous people, etc. Sometimes there are as many as 3,000 people all from one club, who are finely costumed in their samba school colors, who perform their carefully rehearsed dance and song while passing in front of the reviewing stand.

All this is the result of a year of planning, rehearsing, fundraising, designing and sewing. Carnival is a giant national undertaking through which Brazilians express themselves and achieve a sense of identity.

Questions:

- WHEN IS CARNIVAL CELEBRATED AND HOW LONG DOES IT LAST?
- WHAT DO PEOPLE DO DURING CARNIVAL?
- WHO COMPETES IN THE 18-HOUR PAGEANT IN RIO?
- IS THERE ANYTHING LIKE BRAZILIAN CARNIVAL IN OTHER PARTS OF THE WORLD?
- ARE THERE ANY NATIONAL HOLIDAYS IN THE UNITED STATES DURING WHICH THE WHOLE COUNTRY CELEBRATES TOGETHER IN THE FESTIVITIES?

* Suggested final activity for class: Turn to end of unit for "PLAN YOUR OWN CARNIVAL" activity.

V. FUTEBOL

slide 31: WHAT DO YOU THINK IS THE MOST POPULAR SPORT IN BRAZIL, AS WELL AS IN ALL OF LATIN AMERICA?

Futebol, which is called soccer in the United States, has become a symbol of Brazil and national unity. It is played by people of every class wherever soccer fields and cleared out space can be found. Throughout Brazil boys and young men play soccer, which is even more important as a national sport than baseball is in the U.S.

In 1958, 1962, and 1970, Brazil was recognized by the world because its national soccer team won the world championship. In 1962, when the Brazilian team returned to Brazil from Chile, where they won the World Cup, they were received by the President. Each victory was celebrated by an impromptu carnival and a holiday, with dancing in the streets.

Pele, the adored Brazilian soccer ace, became an international star and is still a hero to Brazilian youths today. The Brazilian team led by Pele in winning the 1970 soccer championship in Mexico was watched by a larger television audience around the world than those who watched the first men to land on the moon. Other Brazilian soccer players are known around the world: they play for Real Madrid, Rome, other European teams, and for Arab countries. The most famous players, however, remain in Rio and Sao Paulo where they attract over a 100 thousand fans on Sundays. Wherever Brazilians are in the world, they are interested in the futebol scores, rooting for their favorite teams.

Brazilian soccer has developed a style of its own, characterized by grace and tactical skill, which in recent years has earned it the nickname "samba soccer".

Questions:

- WHAT IS THE MOST POPULAR SPORT IN BRAZIL AND OF WHAT IS IT A SYMBOL?
- WHAT HAPPENED IN BRAZIL EACH TIME AFTER THE NATIONAL SOCCER TEAM WON THE WORLD CHAMPIONSHIP?
- WHO IS THE MOST FAMOUS BRAZILIAN SOCCER STAR?
- WHY IS BRAZILIAN SOCCER GIVEN THE NICKNAME "SAMBA SOCCER"?

VI. MUSIC, ART, and LITERATURE

slide 32: WHAT CAN YOU TELL ABOUT THE PAINTING IN THIS SLIDE?

This is a painting by Antonio Amaral called "Banana Moment South." It was painted in 1972 as one in a series of banana paintings. Bananas have been considered a symbol of Imperialism, as foreign companies have dominated much of the banana industry in Latin America. Notice that this is only an illusion of a real banana because its ends are the same. The position of this lone banana can be interpreted as a smile, reflecting a style of Brazilian humor.

The Brazilian painters, poets, writers of fiction, as well as musicians and architects, have played a major role in building Brazil and creating a national identity. In the 19th century and earlier Brazilians suffered from self-doubt, particularly because of their mixed racial composition and the debilitating influences of its tropical climate. The upper class of the cities tried to imitate the European and looked with disdain, even shame, on all things Brazilian.

With Modern Art Week in 1922, a group of poets, novelists, and painters from São Paulo began a modernist movement in the arts and creative writing that took a strongly nativistic and nationalistic form and content. It was considered a movement declaring Brazil's artistic independence from Europe.

Instead of trying to deny that which was Brazilian by looking towards Europe for artistic ideas, writers turned inward to the Indian, the Blacks, the poor immigrants, the slums and tenements, the backlands and the plantations, and the provincial middle class to create national identity through their fiction and artwork. Brazilians and people of other countries became interested and aware of Brazilian reality. Such writers gave Brazilians pride in themselves, while also pointing out many of the serious social problems of their country.

After World War II, Brazilian music, art, and literature gained international recognition. Brazilian literature and scholarly works reached an international audience as books by Graciliano Ramos, Machado de Assis, Gilberto Freyre, and Jorge Amado were translated into many languages. Amado's novel Gabriela, Clove and Cinnamon became a best seller in the United States in the mid-1960s.

The works of Heitor Villa-Lobos received applause in concert halls around the world, and the composer himself conducted the major symphony orchestras in Europe and the U.S. until his death in 1959. The bossa nova, a new form of jazz developed by Brazilian musicians and poets, entered into the North American field of popular music. Musicians such as João Gilberto, Antonio Carlos Jobim, and Sergio Mendes played before international audiences. "The Girl From Ipanema" became a hit song in the U.S. Later, "The Band," composed by Chico Buarque de Holanda, climed to the top of the world hit parade.

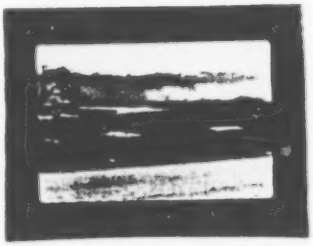
During the military dictatorship of the 1960s and 1970s, popular music subtly took a political stance. Many musicians side-stepped the censorship imposed by the regime by composing music that alluded to the political oppression and torture perpetrated by the government rather than openly denouncing it. Music, literature and art have helped create a national spirit in Brazil and have enhanced the growth of national pride.

Questions:

- WHY WAS MODERN ART WEEK IN 1922 CONSIDERED THE BEGINNING OF AN IMPORTANT MOVEMENT IN BRAZIL?
- HOW MIGHT MUSIC, ART AND LITERATURE BE A SOURCE OF NATIONAL IDENTITY OR UNITY?
- HAVE YOU EVER LISTENED TO BRAZILIAN MUSIC, SEEN BRAZILIAN ART, OR READ ANY BRAZILIAN LITERATURE? (See Appendix for listing of Brazilian literature translated into English.) IF SO, TELL THE CLASS WHAT YOUR IMPRESSIONS WERE?
- YOU MIGHT DISCUSS THE MEANING OF CENSORSHIP AND HOW IT AFFECTS THE ART, LITERATURE, AND MUSIC PRODUCED IN A COUNTRY.

VII. TELEVISION AND FILM

slide 33: WHAT DO YOU NOTICE ABOUT THE ROOF OF THIS SHANTY, LOCATED ON THE OUTSKIRTS OF BRASILIA?



Television is a popular form of entertainment in all urban centers of Brazil. Television antennas can be found in all types of neighborhoods, including favelas, as shown in this slide. The programs on television vary in content. News, sports, a diversity of variety shows, documentaries, telenovelas, and serials imported from the United States, can be seen on Brazilian T.V.

Telenovelas are similar to American soap operas, but they tell a story with a beginning and end that is shown every weekday evening at the same time for about a four month duration. Everybody, including men and children, watch telenovelas. Those who must miss a show can read a summary of it in the newspaper the following day.

In the early 1960s, telenovelas reflected a Spanish American and North American influence. In recent years, however, they have taken on a characteristic Brazilian texture. Popular novelas capture an image of Brazil, and they often portray urban lifestyles. The stars on T.V. and in films take on an important public role. Newspapers and magazines often contain propaganda about famous stars and gossip columns are regularly read and talked about. Today Brazilian television shows can be seen in other Latin American countries as well as in a few countries in Europe.

Brazilian film gained world renown with cinema nova in the early 1960s, because of its high degree of social and political consciousness. Many Brazilian films have found their way into the U.S. market. Such films include: Bye-Bye Brazil, Black Orpheus, Dona Flor and Her Two Husbands, Xica, Pixote, Gaijin, and I Love You.

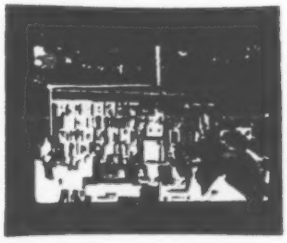
Questions:

- WHAT ARE SOME OF THE POPULAR TYPES OF TELEVISION PROGRAMS IN BRAZIL?
- WHAT ARE TELENOVELAS AND HOW ARE THEY DIFFERENT FROM SOAP OPERAS IN THE U.S.?
- WHAT IS THE NAME OF THE BRAZILIAN FILM INDUSTRY THAT GAINED WORLD RECOGNITION IN THE 1960S?

- HAVE YOU EVER SEEN A BRAZILIAN FILM OR ANY OTHER PROGRAM PRODUCED IN BRAZIL? IF SO, WHAT WERE THE IMPRESSIONS IT MADE UPON YOU ABOUT BRAZIL?
- WHAT ARE SOME OF THE IMPRESSIONS THAT YOU MIGHT HAVE ABOUT THE U.S. IF YOU WERE BRAZILIAN AND HAD NEVER BEEN TO THE U.S., BUT HAD SEEN NORTH AMERICAN MOVIES AND TELEVISION SHOWS? YOU CAN REFER TO PARTICULAR MOVIES/SHOWS TO THINK ABOUT THE VALUES AND WAY OF LIFE THAT THEY PORTRAY.

VIII. THE PRESS

slide 34: WHAT DO YOU THINK THE PEOPLE IN THIS SLIDE ARE DOING?



This is a slide of a banco do jornal or newspaper stand (jornal is the Portuguese word for newspaper). Bancos do jornal are located on sidewalks throughout the cities. People stop and congregate around these stands to converse about the latest headlines and soccer scores, to buy newspapers and magazines, or else to purchase soccer patches to add to their collections. Because a large segment of the population is illiterate, the press is not entirely oriented toward a mass audience. Instead, it caters more to the urban middle class.

Radio is another means of disseminating news and propaganda to a mass audience. People who cannot read especially depend on the radio for information. It is also a popular form of entertainment. Brazilians generally love music and thus listen to the radio regularly.

Questions:

- WHY DO PEOPLE STAND AROUND THE BANCO DO JORNAL?
- WHY ISN'T THE PRESS ENTIRELY ORIENTED TOWARD A MASS AUDIENCE?
- DO YOU THINK THIS IS TRUE IN THE U.S.? TOWARD WHOM IS OUR PRESS ORIENTED TO?
- WHY IS THE RADIO IMPORTANT IN BRAZIL?

IX. FOOD

slide 35: WHAT DO YOU THINK THE WOMAN IN THIS SLIDE IS DOING?

Although each region has its own cooking style and special type of foods, no matter where you are in Brazil, the feijoada consisting of rice, black beans cooked with a variety of meats, farofa or manioc flour fried in oil will be a part of the everyday meal. The special dishes of each region, however, can be found in all major cities.

This is a slide of a Bahiana, a woman from the northern state of Bahia, wearing her traditional white dress and turban. She is selling her traditional spicy African dishes and sweets on the street of the city. Bahianas also sell their food on the beaches. They balance their baskets filled with sweets wrapped in fresh green banana leaves on their bright yellow turbans.

Pastries are enjoyed by working men and women at the candy stores or sweet shops, where they often gather for a 5:00 break. Sidewalk cafes and bars are popular meeting places for people to get a cup of coffee, a beer, or a shot of cachaca (an alcoholic beverage made from sugar cane). Juice bars are also popular meeting places located along the city streets. Here people stop to enjoy refreshing fruit drinks made with variety of tropical fruits mixed in a blender. Sodas and fresh squeezed citrus juices can also be ordered at these over-the-counter bars.

Questions:

- WHAT ARE SOME OF THE LOCAL MEETING PLACES FOR BRAZILIANS?
- DO NORTH AMERICAN CITIES HAVE PLACES ALONG THE STREET WHERE PEOPLE CAN STOP TO GET FOOD OR DRINKS AND TALK TO OTHER LOCAL CUSTOMERS?
- WHAT KINDS OF FOOD DO BAHIANAS SELL?

FINAL PROJECT: MAKE YOUR OWN CARNIVAL

Carnival is a very creative time in Brazil. Now that the students have studied about Brazilian culture, here is their chance to make their own Carnival and explore their creative talents.

To begin, the class should divide into groups of 5 to 10 students. Each group will represent a "samba school" and will have to make a song and dance presentation at the Carnival parade. Each group should choose a particular theme and design its costumes and write its song and dance routine following the theme. Examples of themes are: historical events, famous people, natives of a certain region of Brazil, and television characters. Anything else that appeals to a group, however, is fine.

The songs could be an adaptation of an already familiar song. The groups can choose a popular tune, write their own words to go along with it, and add a samba beat for a Brazilian variation. Everyone in Brazil keeps the beat either by whistling, clapping, playing musical instruments, stamping feet or snapping fingers. The class can play already existing musical instruments, such as: tamborins, drums, clappers, bell and strikers, or else they can invent their own types of percussion instruments.

To enhance the carnival atmosphere, you can play Brazilian records, have the class read poetry and stories about carnival and make Brazilian foods. (see appendix on Brazilian recipes) You might even try to show the Brazilian film Black Orpheus, which is about carnival in Rio in the 1950's.

If a group chooses to be the natives of Bahia, students could wear full length cotton skirts and blouses, piles of jewelry, including strings of beads, bangle bracelets and large loop earrings. Headresses made of baskets filled with real or artificial fruit and colorful flowers (either fresh or made of paper) could be tied to the head with a brightly colored scarf in a turban fashion. They could also choose to be gauchos (cowboys) from the southern part of Brazil by wearing wide trousers tucked into high-topped boots, a studded leather belt around the neck and a broad sombrero on the head. A poncho or wool blanket with a slit for the head would complete this costume. These are more traditional themes, but modern themes are also very popular.

Students can read about Carnival to get an idea of popular themes. Anything else that may add to the carnival spirit should be included. If there are any Brazilians in your school you might invite them to your carnival to help make it more authentic.

(This activity was in part adapted from a carnival activity in Children are Children are Children)

VOCABULARY WORDS

"AGRESTE" (a-gres-tay): the intermediate zone in the Northeast region.

ABOLITION: the act of putting an end to; annulment.

AMNESTY: the act of a government or authority by which pardon is granted to a large group of people.

"BAHIANA" (bah-ee-ah-na): native from the northern state of Bahia.

"BANCO DO JORNAL" (ban-koo do jawr-nawl): a newspaper stand.

"BANDEIRANTES" (ban-day-ran-tace): those responsible for extending Brazil's borders; a band of men, sometimes accompanied by women, organized to search for Indian slaves or gold. ("BANDEIRA" is a mobile community.)

"CABOCLO" (ka-baw-kloo): name originally applied to the domesticated Indians and later to the white-Indian cross, now a generalized term to denote the Brazilian peasant or rural laborer.

CACAO: a tropical plant from whose seeds cocoa and chocolate are made.

"CACHACA" (ka-sha-sa): Brazilian rum made from sugar cane.

"CAPOEIRA" (ka-poh-ay-ra): an Afro-Brazilian dance and system of defense and attack which was brought to the New World by slaves from Angola.

"CARIOCA" (ka-ree-aw-ka): native of Rio de Janeiro.

CENSORSHIP: the action or policy of criticizing severely or expressing blame.

DEBILITATING: that which weakens.

DEMOCRACY: a form of government in which the supreme power is held by the people or by the representatives that they have elected.

DEMOGRAPHY: the statistical study of human population.

DEPOSE: to remove from office or a position of power.

"DIA DE FEIRA" (dee-a day fay-ra): market day.

"ESCOLA DE SAMBA" (es-kaw-la day san-ba): A Brazilian dance school or group which practices during the year in preparation for the carnival parade.

EXILE: n. forced removal from one's native country; one who has been separated from one's country; v. to remove someone from their country.

EXPORT: to send abroad, especially for trade or sale.

"FAROFA" (fah-ro-fah): manioc flour.

"FAVELA" (fa-vay-la): a shanty-dwelling or slum.

"FAVELADA" (fa-vay-la-da): a person who lives in a shanty-dwelling or slum.

"FAZENDA" (fa-zen-da): a large Brazilian estate or plantation.

"FEIJOADA" (fay-joo-a-da): the national dish of Brazil, consisting of beans, rice, a variety of meats, and greens.

"FEIRA" (fay-ra): day.

"FUTEBOL" (foo-tay-bawl): soccer.

GASOHOL: a mixture of gasoline and alcohol used in cars.

GOODS: merchandise, wares; portable personal property.

GROSS NATIONAL PRODUCT (GNP): the money measure of the overall flow of goods and services in an economy.

ILLEGITIMATE: born of parents not married to each other.

INFLATION: an abnormal increase in available currency and credit, resulting in a rise in price levels.

INTROSPECTION: contemplation of one's own thoughts and sensations; self-examination.

INQUISITION: a Roman Catholic tribunal for the discovery and punishment of adherence to a religious opinion contrary to church dogma.

LIFE EXPECTANCY: the amount of years one is predicted to live at age 1.

LITERACY: the ability to read or write.

MALNUTRITION: poor nutrition, especially due to insufficient or poorly balanced diet.

"MATTA" (ma-ta): a combination of trees and shrubs.

METROPOLIS: descriptive of urban order which overflows "city limits."

MIGRATION: the process of moving from one country or region to settle in another.

MISCEGENATION: the interbreeding of what are presumed to be distinct human races, particularly the marriage between white and nonwhite persons.

MULATTO: offspring of one black parent and one white parent.

NATIONALISTIC: having a feeling or belief characterized by a sense of national consciousness; favoring one's nation above all others.

NATIVISTIC: of, being, or having the characteristics of a movement (as among primitive people) advancing the continuation or reestablishment of native cultural traits and a restriction of foreign cultural elements.

NOMADIC: not having a fixed home and moving from place to place.

"PARENTELA" (pah-rane-tay-la): a kinship group.

PATRIARCHAL: based on paternal leadership, that of a father figure.

"PAULISTA" (pa-oo-lees-ta): native of Sao Paulo.

PER CAPITA INCOME: the average income of an individual over a specified period of time, usually one year.

POPULATION DENSITY: the number of people per square unit of land in an area.

POPULATION GROWTH RATE: a measure of the percent that the population grows each year.

PROPAGANDA: the spreading of ideas, information or rumor for the purpose of helping or injuring an institution, a cause, or a person; publicity.

PROXIMITY: nearness, closeness.

PURITANICAL: of or relating to the Puritans or their doctrines; morally rigorous or strict.

REAL INCOME: the amount of money one earns.

REGENT: one who rules during the absence or disability of a sovereign.

SANITATION: the formulation and application of public health measures; disposal of sewage and garbage.

SAVANNA: hot climatic region of two seasons, rainy and dry, found north and south of the tropical rainforests; grassland with a few trees in some areas.

"SERTÃO" (sayr-ta-ow): the dry interior zone of the Northeast region.

SERVICES: duties performed as an occupation.

STEREOTYPE: a conventional and usually oversimplified conception.

Appendix 1

BRAZILIAN RECIPES

QUINDINS DE YAYA (COCONUT CUPCAKE DESSERT)

INGREDIENTS:

2 cups freshly grated coconut
2 tableespoons softened butter
1 1/2 cups light brown sugar
8 large egg yolks
1 egg white, well beaten
butter
1 cup sifted all-purpose flour (optional)

INSTRUCTIONS:

Mix the coconut, butter, and sugar together in a large bowl. Beat until mixed thoroughly. One by one, add the egg yolks, beating thoroughly after each addition. Fold in the egg white beaten until stiff peaks form. Some cooks like to add flour to give the cupcakes a fluffier constitency. If you decide to add flour, beat it in after all the other ingredients have been combined.

Butter 24 muffin tins. Pour the mixture into the tins and stand dthem in a baking pan with hot water to reach about halfway upp the sids of the tins. Bake in a preheated moderate (350 F.) oven for about 45 minutes, or until a toothpick inserted into the cupcakes comes out clean.

Makes 24 cupcakes.

* Recipe adapted from Elisabeth Lambert Ortiz, The Book of Latin American Cooking, (New York: Alfred A. Knopf, Inc.), 1969, p. 299.

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COCADAS (COCONUT CANDY)

INGREDIENTS:

1 cup sugar
1/4 cup water
1 cup shredded coconut

INSTRUCTIONS:

Mix the sugar and water in a saucepan and cook over medium heat, stirring constantly until the "soft-ball" stage (230 - 240 F.). Remove from heat and beat for half a minute. Add the coconut and beat for another half minute. Quickly pick up a little of the mixture with a spoon and scoop it off with another spoon onto a large plate. Allow to cool.

Makes 12 cocadas.

* Recipe from Ann Cole, Carolyn Haas, Elizabeth Heller, and Betty Weinberger, Children are Children are Children, (Boston: Little, Brown and Company), 1978, p.33.

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